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ABSTRACT

The information and activities in this guide are offered to teachers who want to familiarize their fifth grade students with test taking techniques. The introductory sections of the guide discuss the types of tests administered to fifth grade students, test wisdom in general, characteristics of fifth grade students, the teacher's role in testing programs, and skills for answering specific types of questions. The remainder of the guide contains worksheets that provide a variety of test formats and practice in many test taking techniques. The worksheets include items on test vocabulary, reading comprehension, content vocabulary, language expression, spelling, capitalization, punctuation, map skills, reading skills for interpreting graphs and tables, skills for reading reference materials, and mathematical computation, concepts, and applications. Answer keys and answer sheet forms for test samples are provided. (RL)

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THE TEACHING OF TEST TAKING SKILLS
FIFTH GRADE LEVEL

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Prince George's County Public Schools
Upper Marlboro, Maryland 20772
Dr. Edward J. Feeney, Superintendent of Schools
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PREFACE

As a means of measuring both the effectiveness of education in the Prince George's County Public Schools and each student's achievement in school, standardized tests play an important role. It is therefore of great importance that every student be given the utmost help to become familiar with test taking techniques. A student's mastery of such techniques will increase test scores considerably.

Such skills may be taught at any grade level but it is especially important that they be taught during the elementary grades. Every student needs a background of test taking experience before he/she is subject to the first formal testing. Teachers can use the model packet in this booklet to help them design their own test taking lesson plans. An important part of the teacher's plan must be sample tests appropriate to a student's grade level. Teachers will need to emphasize test taking skills throughout the school year, but these skills should be stressed prior to the administration of the California Achievement Tests.

Edward J. Feeney
Superintendent of Schools

INTRODUCTION

In view of the fact that testing has recently become a critical factor in the evaluation of the effectiveness of educational programs offered by our school system, school administrators feel it is necessary to make certain that all children in the Prince George's County Public Schools possess those basic skills necessary for successful test-taking. The intent of the attached material is to ensure that elementary school students will not be penalized for lack of skill in test-taking techniques when those techniques differ from knowledge of the content material covered by the test.

As directed by the Board of Education, the Superintendent appointed a Task Force to identify those skills and to develop a program by which pupils could be taught those skills specific to test-taking. The attached packet includes such a program that was piloted in grade five in the Spring, 1977. The pilot program was evaluated and recommendations for county-wide implementation occurred in the 1977-78 school year.

In the process of identifying the skills, it became apparent to members of the Task Force that teachers would need some assistance in developing strategies to teach the skills and, hence, the suggested lesson plans specific to that aspect of the program were developed by a group of three fifth grade teachers and revised according to suggestions from other teachers.

It is hoped that the attached material will prove to be helpful in offering some ideas in the teaching of test taking skills. The exercises will not provide specific test items from all standardized test forms or teacher made tests. They will familiarize students with the mechanics of test taking and some examples of skills that are revealed through test forms.

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TYPES OF TESTS ADMINISTERED TO FIFTH GRADE STUDENTS

Group Tests

Fifth grade students may be given any or all of the types of tests listed below. The results of these tests enable the teacher and principal to evaluate instructional effectiveness and to develop revised or additional teaching plans following the diagnosis of test performance of the group or individual students.

These tests include:

California Achievement Test (CAT)
Functional Reading Test
Group Diagnostic Inventory (GDI)
Metropolitan Achievement Test (MAT)
Metropolitan Readiness Test (MRT)
Skill Proficiency Tests
Teacher made tests

Individual Tests

For purposes of a more comprehensive evaluation of a child's level of functioning, there are certain diagnostic tests which may be individually administered within the school system by a certified school psychologist. These instruments measure general level of intelligence, grade achievement level, social-emotional-maturational level and general aptitude for classroom success. These tests, however, may be administered to a child only with informed, parental consent and all such test results are interpreted to and discussed with the parent and teacher by the psychologist. Additionally, there may be testing done by the special education staff or reading personnel involved with SL/RD testing.

Understanding

Young people need help in their attempts to develop an understanding of the general nature of things. Some pupils possess penetrating insight and can apprehend trends almost instinctively while others never develop such an understanding. And so it is with pupils in their development of test taking skills and test wisdom.

A critical condition necessary for instilling test wisdom in pupils is a discussion concerning the need and purposes for the testing and how the test results will be used. With this understanding, pupils should be able to exercise sound judgment during the testing sessions.

Test Question Characteristics

Pupils need to remember that many test questions require them to recognize printed mistakes. They must determine what sections of a passage, paragraph, or story are incorrectly developed. In most of their school work, focus has been placed on the correct way a specific function is to occur. Looking for "mistakes" requires pupils to approach the test taking task with a different mental set or attitude.

Test Directions

Pupils must listen carefully as directions are given or read by test administrators and ask questions until they are sure they know what is required of them. Pupils should translate those directions into their own words and a translation should be given aloud by a member of the group to whom the test is being administered.

Tools for Test Taking

A guide card or sentence marker may allow pupils to maintain proper focus as their eyes move from questions in the test booklets to a separate answer sheet. An extra #2 pencil for emergency use will alleviate tension or crisis situations.

Guessing

Pupils should be informed about the scoring and grading procedures for any test. They should not guess if they are subject to penalties for wrong answers. If scores are based on a total number of right answers, then, relying upon the elimination process, pupils should guess wisely, learning to use cue words, learning to derive clues from other test items, and understanding that a higher percentage of true/false test items are written as true statements.

Guidelines

A deliberate, methodical, and relaxed approach to test taking will be much more productive than an excited, tense, and rushed approach. Pupils are required to take numerous tests. They should think of the test as an opportunity to gain more experience with a situation that may be different, knowing that the next time it occurs they will be better prepared to handle it.

Pupils should be aware that reliance can be placed on initial decisions or responses to test questions. An answer should be changed only if an obvious reason is found.

Reading for comprehension is a different task from reading to locate facts. Pupils need to keep in mind that they are taking a test. Passages need not be read completely and carefully in order to answer certain questions.

Once a passage is skimmed, pupils may read all the test questions pertaining to the passage before attempting to answer the first. If any rereading is necessary to locate answers, pupils have the opportunity to search for several answers at the same time.

It is in the pupil's best interest to remain emotionally detached and never become interested in the information contained in the passages. They should not think about or dwell on any idea which is based on information that is not needed to answer any test question.

Sophistication

Test wisdom increases between grade 5 and grade 11. "Practice effect" is most significant for those students who are more naive about test format. By orienting many of our classroom teacher made tests to the standard answer sheet format, the initial shock experienced by many fifth grade students can be reduced.

There is no relationship between the examinee's order of finishing and his/her score on the test.

When persons are uncertain about a true/false question they tend to answer the question true.

Often when students are uncertain about multiple-choice questions they tend to choose the longest option.

Students should decide what the right answer is before looking at the suggested answers. Otherwise, much time is wasted checking wrong answers. Some students may find it helpful to cover answers with a card or another marker.

CHARACTERISTICS OF FIFTH GRADE STUDENTS

The end of childhood occurs at about the fifth grade and many of the biological and social behaviors associated with adolescence are budding. This stage of life is marked by an increase in critical thinking, by theoretical questions about cause and effect relationships, by resistance to adult opinion, and by a strict identity with peers of the same sex.

The fifth grader is now capable of hypothetical, abstract types of learning activities. Concrete, obvious types of questions and answers are not enough and most test makers take this into account.

Since the intellectual development of children is no clockwork sequence of events, it also responds to influences from the home and school environment. Instruction in divergent, analytical, and evaluative types of activities can hasten intellectual development.

According to Piaget's label, as fifth graders shift into the formal operation stage of development, their intellectual activity seems to be based upon an ability to operate on hypothetical propositions rather than being constrained to what they have experienced or what was before them. Therefore, literal recall does not constitute a large segment of a standardized test at the fifth grade level. Furthermore, they can think of possible variables and even deduce potential relationships that can later be verified. It is at this age that learners are able to put the pieces of the learning mosaic together into formal or axiomatic expressions that give new and personal meaning to the concrete experiences they have mastered earlier.

Fifth grade students are in a stage of life that leads them to the zenith of human thinking. The stage of formal operations represents internal freedom, a "declaration of independence" of the human mind. It permits people to dream about what never was but could be. As Piaget has stated, "The goal of education is to create men who are capable of doing new things, not simply repeating what other generations have done. The second goal of education is to form minds that can be critical, can verify, and not accept everything they are offered." Our teaching strategies must continuously provide for and encourage this norm condition because it is not only good teaching but is frequently the main thrust around which tests for fifth graders and older children are written.

THE TEACHER'S ROLE IN TESTING PROGRAMS

Prior to Testing Situations

1. Emphasize testing skills for both standardized and teacher made tests. Help students learn to take tests. Simulate test taking conditions. Include tests which have specific time limitations.

2. Establish a healthy testing attitude and rapport with students before each testing situation.

3. Make sure students understand the purpose and importance for taking each test.

4. Use a variety of your own test examples. Use Bloom's Taxonomy to help you write a variety of levels of questions. Use true/false, multiple choice, fill in the blank, matching, and essay questions in your tests.

5. Use test samples similar to the California Achievement Tests in "regular" test taking situations. Form "regular" spelling words like the CAT. Form "regular" language arts activities like the CAT. Don't make this a one-time or a some-time activity - use it on a regular basis. This will enable the children to get used to the format of the questions.

6. Develop a plan for effective testing procedures. Rehearse this plan for several weeks prior to the test in administering other types of tests (spelling, mathematics, etc.) so that the setting will not seem strange to the pupils. Elements of a good plan are:

   a. suitable time of day

   b. seating arrangement

   c. system for passing out and collecting materials

   d. use of lavatories

   e. materials needed for taking test

   f. consistency with testing guidelines

7. Teach students to line up test booklet and answer sheet.

8. Teach test vocabulary.

9. Practice following and understanding test directions.

10. Teach students to find printed mistakes in capitalization, punctuation, spelling, and written work.

11. Train students in specific thinking skills required on tests by using a variety of questions in the daily classwork. (Use Bloom's Taxonomy.)

12. Especially in reading comprehension give practice in skimming for specific information. Practice locating main ideas without reading every word.

During the Test

1. Exercise control over the testing procedure and setting.

2. Maintain flexibility in dealing with the changing behavior of students due to illness and/or attitude.

3. Check to make sure students are completing the test answer in the appropriate spaces in the answer sheet.

After Testing

1. Provide for scoring of the test.

2. Provide for recording of the test results.

3. Study errors made by each pupil to discover learning difficulties and to plan for remediation. One of the ways to study errors is to read the computerized printout sheets from the Testing Office.

4. Review results of tests with students.

5. Provide for review of content material with students on teacher made tests.

6. Provide meaningful reporting to parents.

7. Appraise your teaching success in light of test results.

SKILLS FOR ANSWERING SPECIFIC TYPES OF TEST QUESTIONS

I. Multiple choice items are the most popular test format because they are easier to score and choices can be highly controlled.

A. There are many types of multiple choice test items, some of which are viewed in the following statements.

1. An incomplete declarative sentence followed by a number of possible responses, one of which is clearly correct.

   The third President of the U.S. was:

   a. George Washington
   b. John Kennedy
   c. Thomas Jefferson
   d. Abraham Lincoln

2. A question followed by a number of responses, one of which is clearly correct.

   Who was the third President of the U.S.?

   a. George Washington
   b. John Kennedy
   c. Thomas Jefferson
   d. Abraham Lincoln

3. A comparison of the quality of various choices followed by a number of responses to which the best answer must be selected.

   Which of the following sentences best describes the meaning of the phrase, "Shoplifters tell it to the judge."?

   a. Shoplifters are friends of the judge.
   b. Shoplifters are caught and punished.
   c. Shoplifters always go to jail.
   d. Shoplifters wear heavy coats.

4. A list of items, one of which differs from the others in a fundamental characteristic. Which item is different?

   a. pencil
   b. scissors
   c. crayon
   d. pen

NOTE: A point of confusion might arise with the following type of multiple choice question dealing with comparisons of relationships:

Which of the following does not belong with the rest?

a. glass
b. salt
c. soda
d. sugar
e. water

Glass could be the answer since the others are chemical compounds and glass is a mixture.

Water could be supported as the correct answer because the others are solid and it is a liquid.

Sugar is correct because it is the only organic compound on the list.

B. Suggestions for writing good multiple choice items are:

1. Items should cover the material taught; therefore the question and answer should present a complete idea.

2. The choices should be stated with the same clarity and preciseness as the question. The choices should be clearly related to the question. This enables the teacher to measure the children's knowledge and not their guessing power.

3. A multiple choice question should not have more than one acceptable answer.

4. Test questions should be phrased so that key words are at the end of the statement.

   Example: Which of the following sentences is grammatically correct?

5. Avoid placing multiple choice answers in the same position. Teachers tend to place the correct answer in the middle and avoid the first or last position.

6. Answers should begin with the same grammatical form.

Example: The first activity on a cold, wintry morning was:

Poor	Good
a. to gather wood	a. gathering wood
b. to eat a hearty breakfast	b. eating a hearty breakfast
c. go for fresh water	c. going for fresh water
d. a dash around the yard	d. dashing around the yard

7. Avoid extraneous response choices easily eliminated by the test taker.

Example: The number one rock singer in 1976 was:

Poor	Good
a. Elton John	a. Elton John
b. Beethoven	b. Beethoven
c. Shakespeare	c. Harry Belafonte
d. Judy Garland	d. Judy Garland

8. Avoid letting the grammatical structure of the question signal the answer. This becomes a test of grammar and not the content area:

Poor	Good
A chain of islands is called an:	What is a chain of islands called?
a. archipelago	a. an archipelago
b. isthmus	b. an isthmus
c. bay	c. a bay
d. peninsula	d. a peninsula
e. portage	e. a portage

9. Avoid negative statements or questions.

10. Each question should be complete in itself to avoid going back to a previous question for part of the information.

11. Questions should be phrased as simply and as succinctly as possible.

12. When there is a logical sequence such as time or dates, use it.

Poor	Good
a. 1495	a. 3 A.D.
b. 1976	b. 1495
c. 3 A.D.	c. 1940
d. 1940	d. 1976

13. The correct response should not be obvious because of length, explicitness, or degree of technicality.

14. Have at least four response options to reduce guessing.

15. Avoid questions that reveal the answer to another question.

16. Tests that are too long measure speed only rather than the combination of speed and accuracy.

II. Completion items

A. Free response items almost always eliminate guessing. They are especially useful for mathematics, science, and geography and are limited to factual, isolated bits of information. Scoring is time consuming because the correct answer may be stated differently and still be correct.

B. Suggestions for writing good free response items are:

1. The direct question form is often easier to understand than the statement form.

Poor

While it circles the sun once, the earth rotates on its axis _____ times.

Good

How many times does the earth rotate on its axis as it circles the sun? _____

2. Questions should be worded so the answers will be as brief as possible.

3. Unfamiliar wording will reduce the possibility of correct responses and thus increase the student's need for memorization.

4. Questions should be so worded that there are only certain correct answers.

5. Avoid statements where too many key words are left blank.

6. Be careful to omit only key words and phrases rather than trivial detail.

7. Make blanks of uniform length.

III. True/False

A. Avoid strongly worded true/false statements because most generalizations have loopholes.

B. An approximately equal number of true/false items should be used.

(Many measurement specialists recommend that 60% of the items be false.) Test writers tend to select more true statements than false.

C. Avoid double negatives. (Example: He/She is not unmindful of the problem.)

D. Avoid ambiguous statements.

E. Avoid unfamiliar figurative or literary language.

F. Avoid long, complex sentences.

G. Commands cannot be true or false. (Example: Eat seven basic foods.)

IV. Matching

A. Matching exercises should not contain more than 10-12 items.

B. Be sure students fully understand the basis on which the matching can be done.

   1. May an answer be used for more than one item?

   2. Is there a possibility of two or more correct answers for a question?

   3. Are there more answers than items?

C. Number the questions and letter the answers.

D. Each column should be consistent in phrasing and content.

WORKBOOK SECTION

These worksheets are meant to be reproduced and used by classroom teachers. They are designed to provide a variety of test format types. In the Appendix are several examples of machine scoring answer sheets that can be used to provide practice. This format is unknown to most students. You are encouraged to use these formats when writing regular tests.

It is suggested that you teach specific lessons using these materials periodically during the regular school year. This will help the students to gain skills that affect all testing situations.

NOTE: Separate copies of the following materials can be duplicated. A set of these should be available for each fifth grade teacher. An additional set for the school will be kept in the media center for use by other school staff members.

Do not separate the pages of this book.

TEST VOCABULARY

I. Directional Words and Phrases

across
add
after
all of the above
answer
around
before
behind
beside
check
choose/pick
circle
color
column
complete
consists of
contain
cross
do not write _____
do not write here
draw
draw a box around
draw a line to
draw a picture
draw/put a circle/ring around
draw/put a line under
fill in the answer space
fill in the blank
find the _____
finish the sentence
heavy black type
if
in what way
is to (analogy symbols)
keep your place
mark
most nearly the same
no mistakes
none of the above
outcome
over
practice test
print your last name clearly
purpose
put
put an X on
right
row, line
sample exercises
samples
selection
stop here
suppose
surprising
tell
the best answer
trace
true or false
under
underline
use
use the word box
using this table
usual-unusual
work
write
write in ABC order
write in alphabetical order
write the word/answer
wrong
yes or no

II. General Words and Phrases

about how far
accurately
air view
all together
alphabetical order
alternate route
answer space
average
a week from
based on
begin with
be sure
booklet
border
case-box
circulation
common boundary
conclusion can be drawn
contains
counterclockwise
crops
densely populated
describe
elevation
empties
entries, entered
estimated
events
exercises
export
farther
fewest
graphs, records
how many more, less, kinds
how many times
identify
imaginary, make-believe
import
increase-decrease
in stock
inventory
irrigation
junction
key
latitude
legend (map reading)
located
longitude
major activity
most likely
most reasonable estimate
most similar
nearest
of which
opposite page
peak
population
prime meridian
probably
produce
produced
products
projected population
ranks
resources
right answer-best answer
runs between
same
same page
sample
scale
shortest-longest
signs on the map
sparsely populated
stop after
table
the value of
trials
twice as many
vehicles
volumes
which direction
which of these

III. Language Arts Words

how
least
most
what
when
where
which
why

IV. Mathematics Words and Phrases

according to
altogether
addend
area
average
Celsius
common denominator
compare
contains
cylinder
decimal
denominator
determined by intersections
digit
dividend
divided evenly
divisor
dozen
equal
equivalent
even number
expressions
fare
factors
fraction
greatest common factor
graph
greater than
how many more
inequality
intersecting lines
less than
line segment
next larger
none of the above
numerator
number facts
number line
number of elements
number sentence
odd number
pairs
pattern
percent
perimeter
prime number
proportion
quotient
relationship
represents
Roman numeral (Example: X, V, I)
rounded
set
shaded area
solution
square units
sum
thermometer
week (number of days)

metric names:
- liter
- deciliter
- meter
- centimeter
- kilometer
- gram
- kilogram

READING COMPREHENSION

Directions: Read each passage. Then do the items that follow it. Choose the best answer for each item. Fill in the space on the Answer Sheet that goes with the answer you choose.

Look around you. Maybe you do not see any water, but it is there just the same.

More than half of your own body is made of water. Growing plants hold a great deal of water too. Even wood, hard and dry as it seems, has water in it.

You would be surprised to know how much water there is in your food. A hamburger is half water. A loaf of bread looks very dry, but it contains a whole glass of water. And a watermelon would be only as big as a baseball if you took away all the water.

1. A great deal of water
   a. very little
   b. too much
   c. a lot
   d. none of these

2. To contain
   a. hold
   b. fill
   c. leave out
   d. none of these

3. More than half
   a. a small part of
   b. some
   c. most of
   d. none of these

4. What is the best title for this story?
   a. "The Story of Water"
   b. "Water, Water Everywhere"
   c. "Different Uses of Water"
   d. "Different Kinds of Food"

5. There is much water in
   a. plants
   b. animals
   c. plants and animals
   d. none of these

Directions: Read each passage. Then do the items that follow it. Choose the best answer for each item. Fill in the space on the Answer Sheet that goes with the answer you choose.

Teachers help children learn. They know about many things children do not know. Teachers help the children learn to read and write. They teach students how to work with numbers. Some teach music and others teach art.

Teachers and children like a nice room. They put plants and other things in the room to make it look pretty. The children may draw pictures and put them up in the room. Some children may be asked to water the plants, empty the wastebasket, or pass out papers.

Teachers tell the students if they are doing good work. They mark the papers and tell each student how he/she can improve. Teachers also send home report cards. The parents read the report cards to see how the children are doing in school.

Teachers want children to like school. They know children will learn if they listen and follow directions. Teachers enjoy helping children learn.

6. Who marks the students' papers?

   a. the students
   b. the teachers
   c. the parents
   d. does not say

7. Why do parents read the report cards?

   a. to learn about the teacher
   b. to learn about the school
   c. to learn how their child is doing in school
   d. does not say

8. Who puts up the pictures in the classroom?

   a. the students
   b. the parents
   c. the teachers
   d. does not say

9. From this story you can tell that

   a. school is fun
   b. teachers like working with children
   c. all teachers like music
   d. children like school

10. Which paragraph tells about fixing the room?

a. paragraph 1
b. paragraph 2
c. paragraph 3
d. paragraph 4

11. The word enjoy means

a. dislike
b. find
c. like
d. nasty

12. Which is the best title for this story?

a. "My School"
b. "Children"
c. "Report Cards"
d. "Teachers"

Directions: Read each passage. Then do the items that follow it. Choose the best answer for each item. Fill in the space on the Answer Sheet that goes with the answer you choose.

A Poetry Selection

I took today to bed with me
When I turned out the light,
And held it very closely
Through the cool, dark night.
I tucked it near my pillow
So that I could hear
All the things that filled it
With my nighttime ear.
I held it very close to me -
It could not get away -
And yet when morning came again
It was another day.

Patricia Hubbell

13. What is the main idea of the poem?

a. tomorrow
b. today
c. yesterday
d. night

14. The beginning of the poem talks about what time of day?

a. morning
b. noon
c. evening
d. night

15. In line five what does the word "it".. refer to?

a. pillow
b. night
c. light
d. today

16. A good name for the poem is:

a. "Bedtime"
b. "Today"
c. "Yesterday"
d. "Tomorrow"

17. Where does this poem take place?

a. outside
b. in bed
c. in the house
d. inside

VOCABULARY

Directions: In items 1-6, you are to decide which one of the four words has the same or about the same meaning as the underlined word. For items 7-12, find the word that means the opposite of the underlined word. Fill in the space on the answer sheet that goes with the word you've chosen.

1. Beside the desk
   a. under
   b. over
   c. on top of
   d. next to

2. The title of the book
   a. name
   b. author
   c. subject
   d. ending

3. A tall tree
   a. new
   b. high
   c. low
   d. wide

4. The little dog
   a. big
   b. large
   c. small
   d. cute

5. To dash up the street
   a. walk
   b. hurry
   c. ride
   d. hop

6. The correct answer
   a. last
   b. right
   c. first
   d. wrong

7. Shut the door
   a. open
   b. find
   c. buy
   d. close

8. A kind person
   a. mean
   b. funny
   c. nice
   d. silly

9. Start the record
   a. end
   b. begin
   c. take
   d. finish

10. A clean room
    a. big
    b. cold
    c. dirty
    d. neat

11. The dry clothes
    a. time
    b. way
    c. wet
    d. clean

12. The lost glove
    a. red
    b. found
    c. small
    d. wool

25/26

LANGUAGE EXPRESSION

Directions: This is a test on the use of words. It will show whether you know how to use words according to the standards of correctly written English.

You are to look for mistakes in the test exercises. When you find a mistake, fill in the answer sheet that has the same number as the line containing the mistake. If there is no mistake in an exercise, fill in the fourth answer space.

1.

a. Have you ever saw a lion cub?
b. I hope it isn't cold tomorrow.
c. May I help you bake cookies?
d. No mistakes

2.

a. Did you leave your books on the bus?
b. We walked down the hall.
c. My hands and feet is cold as ice.
d. No mistakes

3.

a. Where did the boys go?
b. Save a seat for Scott and me.
c. The car had a flat tire.
d. No mistakes

4.

a. I and you won the most points.
b. The flowers are blooming in our yard.
c. The family next door got a new pet.
d. No mistakes

5.

a. Where did you put the bike?
b. Don't none of you go outside.
c. The team played their last game yesterday.
d. No mistakes

6.

a. Save two seats for us.
b. Walk quietly down the hall.
c. I had me a fine time at the farm.
d. No mistakes

7.

a. It taked me about three hours to read.
b. The heat is off in the store room.
c. We planted peas in February.
d. No mistakes

8.

a. Ice skating is a popular sport.
b. Give it to Jack and I.
c. Why can't Ellen go to the movie?
d. No mistakes

9.

a. Where did you put the Valentines?
b. Make your bed before you leave.
c. There isn't nothing but junk in that box.
d. No mistakes

10.

a. Our class eats lunch early.
b. Many people went to the museum.
c. Why wasn't the newpaper here on time?
d. No mistakes

SPELLING

Directions: Many of these exercises contain a mistake in spelling. Some do not have any mistakes. You are to look for mistakes in spelling. When you find a mistake, fill in the space on the answer sheet that has the same letter as the word which is wrong. If there is no mistake in an exercise, fill in the fourth space.

1.
a. both
b. snoballs
c. sleeping
d. No mistakes

2.
a. gote
b. broke
c. yours
d. No mistakes

3.
a. longer
b. falling
c. litle
d. No mistakes

4.
a. because
b. report
c. adress
d. No mistakes

5.
a. poney
b. fence
c. boxes
d. No mistakes

6.
a. kisses
b. camel
c. halt
d. No mistakes

7.
a. early
b. suger
c. father
d. No mistakes

8.
a. pans
b. slept
c. pumpkin
d. No mistakes

9.
a. elleven
b. disease
c. brave
d. No mistakes

10.
a. sign
b. straight
c. Wednesday
d. No mistakes

11.
a. easily
b. garage
c. forrest
d. No mistakes

12.
a. handel
b. witches
c. stuff
d. No mistakes

13.

a. crawled
b. tower
c. raindeer
d. No mistakes

14.

a. crumbs
b. befor
c. ghost
d. No mistakes

LANGUAGE MECHANICS: CAPITALIZATION

Directions: This is a test on capitalization. It will show whether you know which words in a sentence should be capitalized.

Many of the exercises contain mistakes in capitalization. Some do not have any mistakes.

You are to look for mistakes in the test exercises. When you find a mistake, fill in the space on the answer sheet that has the same number as the line containing the mistake. If there is no mistake in an exercise, fill in the fourth space.

1.

a. Many of the indians of
b. Peru make beautiful
c. jewelry out of silver.
d. No mistakes

2.

a. Young Daniel Boone lived
b. on a farm in North carolina
c. with his wife and children.
d. No mistakes

3.

a. The potato is not a bulb
b. like the tulip, the lily,
c. and the onion.
d. No mistakes

4.

a. the Potomac River separates
b. Maryland and West Virginia
c. and flows through Washington, D.C.
d. No mistakes

5.

a. We visited the
b. washington Monument on
c. our field trip.
d. No mistakes

6.

a. Our teacher read us a story
b. about the giant fir trees
c. that are found in california.
d. No mistakes

7.

a. Mrs. Feeney invited Ann's
b. teacher, miss Rose, to come
c. to dinner next Monday.
d. No mistakes

8.

a. Anne made herself a
b. witch's costume to wear
c. to the halloween party.
d. No mistakes

9.

a. Tom needs some english stamps
b. to complete his collection of
c. stamps from all over Europe.
d. No mistakes

10.

a. Our bikes are on the porch.
b. Scott and i ride them
c. when we are home.
d. No mistakes

11.

a. Fifth graders like to
b. watch the Redskins play
c. at rfk Stadium.
d. No mistakes

12.

a. Annapolis, the capital city
b. of Maryland, is located
c. in Anne Arundel County.
d. No mistakes

LANGUAGE MECHANICS: PUNCTUATION

Directions: This is a test on punctuation. It will show how well you can use periods, commas, question marks, and apostrophes.

You are to look for mistakes in the test exercises. When you find a mistake, fill in the space on the answer sheet that has the same letter as the line containing the mistake. If there is no mistake in an exercise, fill in the fourth space.

1.

a. The new Phillis Wheatley
b. School opened in
c. September 1976.
d. No mistakes

2.

a. Dr Brown has an old
b. Collie dog. He sleeps all
c. day under a tree.
d. No mistakes

3.

a. Francis Scott Key was
b. a famous Marylander
c. He wrote the "Star Spangled Banner".
d. No mistakes

4.

a. This note is for
b. Mrs. Chase. How did it
c. get into our mailbox?
d. No mistakes

5.

a. It is very cold
b. outside. Please don't
c. leave the door open.
d. No mistakes

6.

a. The childrens room
b. was on the second
c. floor in the back.
d. No mistakes

7.

a. The sun sank
b. like a red ball of
c. fire in the South Seas.
d. No mistakes

8.

a. The snow came down
b. quickly covering the
c. ground with a blanket of white.
d. No mistakes

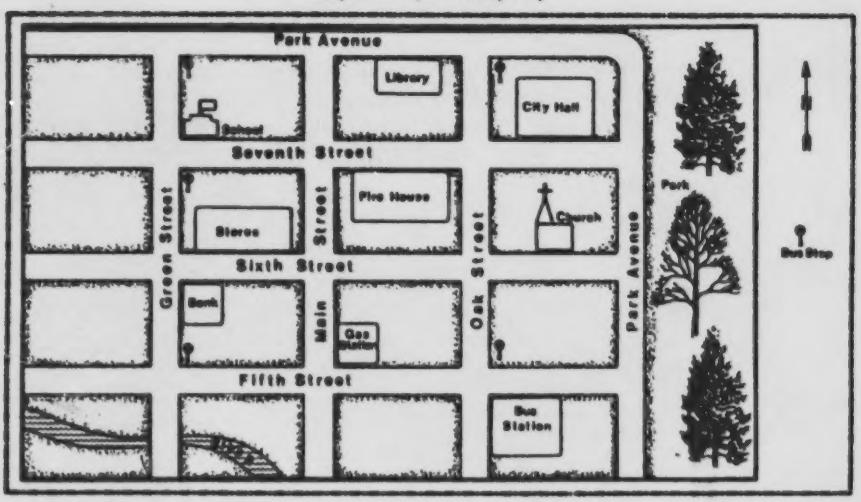
9.

a. You shouldn't throw
b. the ball near the house.
c. Do you want to break a window.
d. No mistakes

10.

a. Matthew R Howie was
b. eight years old
c. on January 15, 1977.
d. No mistakes

Map READING: A City Map



Directions: Study the map and then answer the exercises. Four answers are given for each exercise, but only one is right. On the answer sheet find the row of answer spaces lettered the same as the exercise. Fill in the answer space for the best answer.

1. What street is two blocks north of Fifth Street?

   a. Sixth Street
   b. Green Street
   c. Oak Street
   d. Seventh Street

2. What building is on the corner of Fifth and Main Streets?

   a. Gas Station
   b. Fire House
   c. Bus Station
   d. Bank

3. The school is how many blocks from the river?

   a. $2\frac{1}{2}$
   b. 3
   c. 4
   d. 5

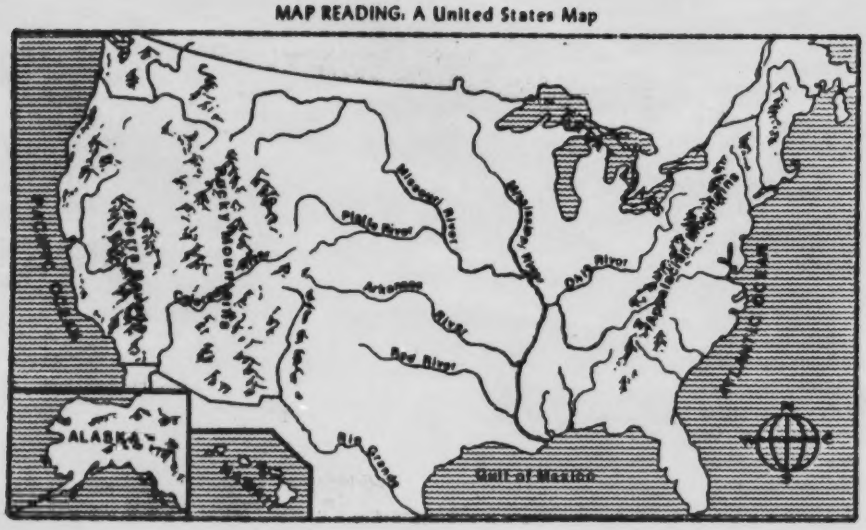
4. Jim lives at the corner of 5th Street and Oak Street.

   a. They both live the same distance from the library.
   b. Jim
   c. Sam
   d. Cannot tell for sure.

5. The bus stop nearest the City Hall is on the corner of

   a. Park Avenue and Green Street.
   b. Oak Street and Fifth Street.
   c. Fifth Street and Green Street.
   d. Oak Street and Park Avenue.

MAP READING: A United States Map



Directions: Underline each true sentence.

1. The mountain area of the West is larger than the mountain area of the East.
2. The Great Lakes are west of the Mississippi River.
3. Most of Alaska is made up of islands.

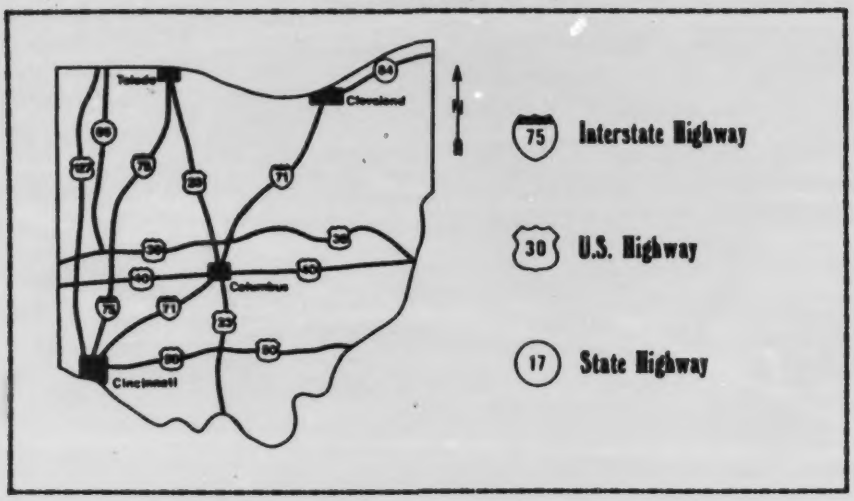
Directions: Complete each sentence with the correct name.

4. Two rivers that flow into the Mississippi River are _____ and _____.
(a.) Rio Grande, (b.) Arkansas, (c.) James, (d.) Red

5. Two rivers that flow out of the Rocky Mountains toward the east are _____ and _____.
(a.) Platte, (b.) Ohio, (c.) Snake, (d.) Arkansas

37/38

MAP READING: A Highway Map



Directions: Underline the correct answer.

1. The northern most city on this map is

a. Cincinnati
b. Toledo
c. Cleveland
d. Columbus

Directions: Cross out the wrong answers.

2. Which of these highways does not run north and south?

a. 23
b. 127
c. 40
d. 75

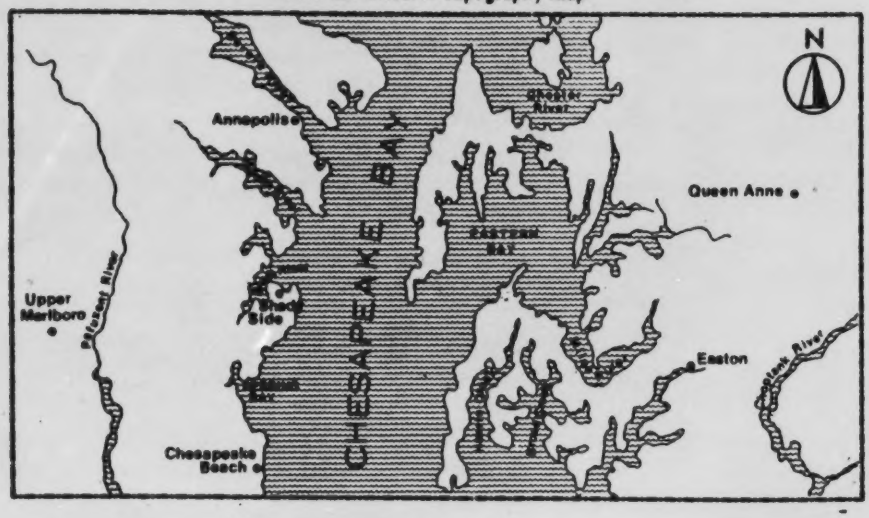
Directions: Place an X to the left of the true answer.

3. Highway 36 is

_____a. a U.S. Highway
_____b. an Interstate Highway
_____c. A State Highway

39/40

MAP READING: A Topography Map



Directions: Circle the letter of the correct answer.

1. Severn River flows near which of these towns?

   a. Easton
   b. Shadyside
   c. Annapolis
   d. Upper Marlboro

Directions: Circle the letter of the right answer.

2. What does the South River empty into?

   a. Eastern Bay
   b. Chesapeake Bay
   c. Broad Creek
   d. Patuxent River

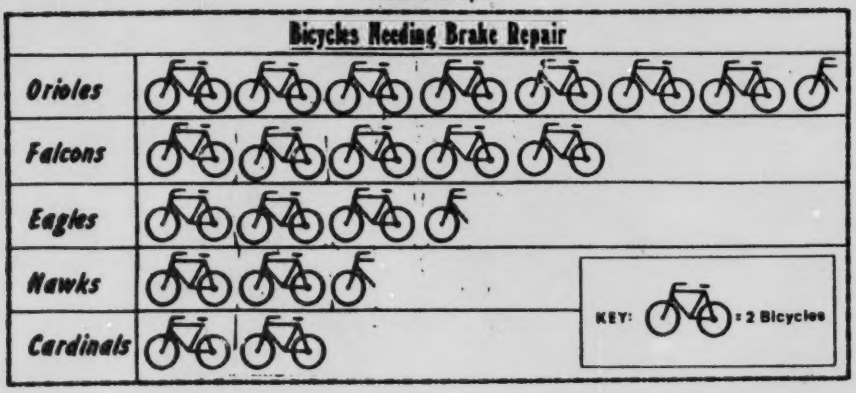
Directions: Fill in the box next to the correct answer.

3. Choptank River is closest to which of these towns?

   a. Easton
   b. Annapolis
   c. Upper Marlboro
   d. Chesapeake Beach

41/42

Picture Graph



Directions: On the answer sheet, shade in the best answer.

1. Which club has ten bicycles needing brake repair?

   a. Falcons
   b. Cardinals
   c. Orioles
   d. Eagles

2. Which club has five bicycles needing brake repair?

   a. Orioles
   b. Eagles
   c. Hawks
   d. Cardinals

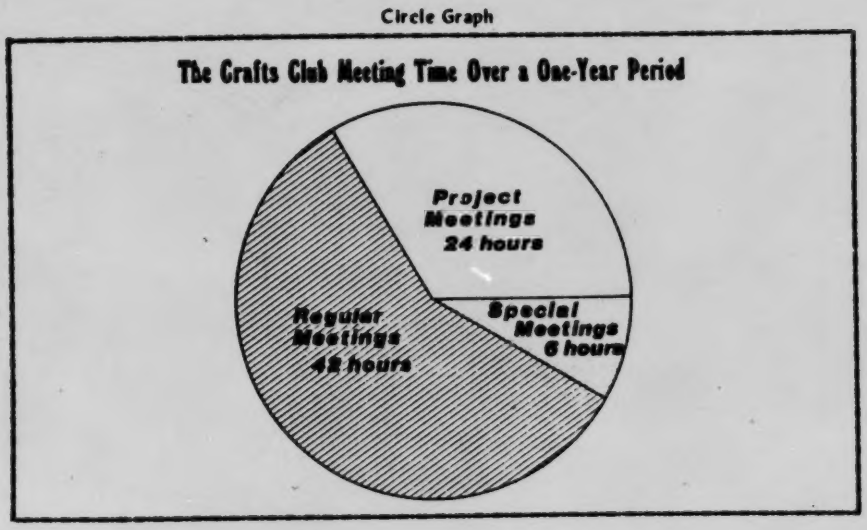
3. The Orioles need how many brakes repaired on their bicycles?

   a. 8
   b. 15
   c. 10
   d. 14

ANSWER SHEET

1.	a.O	b.O	c.O	d.O
2.	a.O	b.O	c.O	d.O
3.	a.O	b.O	c.O	d.O

Circle Graph


The Crafts Club Meeting Time Over a One-Year Period
Project Meetings 24 hours
Special Meetings 6 hours
Regular Meetings 42 hours

Directions: On the answer sheet fill the circle beside the letter with the correct answer.

1. The club meets a total of how many hours in one year?

   a. 72
   b. 52
   c. 42

2. What does the whole circle graph stand for?

   a. 72 dollars
   b. 42 hours
   c. 72 hours

3. For which meetings did the club use one-third of its time?

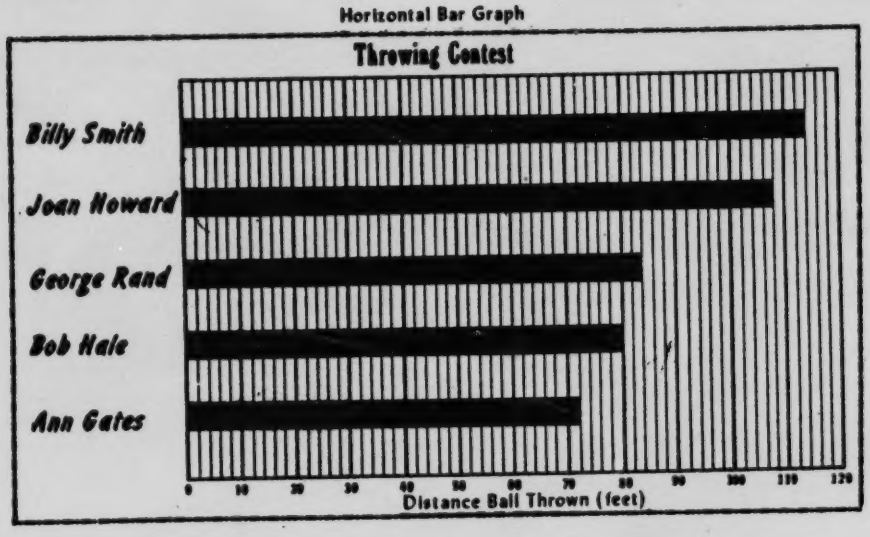
   a. special
   b. project
   c. regular

ANSWER SHEET

1.	a. O	b. O	c. O
2.	a. O	b. O	c. O
3.	a. O	b. O	c. O

45/46

Horizontal Bar Graph



Directions: Complete each sentence using facts from the bar graph.

1. The space between each grid line on the horizontal scale stands for _____ feet.
2. This is a _____ bar graph.
3. The shortest throw went _____ feet.
4. George Rand threw the ball _____ feet.
5. Joan Howard threw the ball 24 feet farther than _____.

REFERENCE SKILLS

Reference Materials

Directions: Read each question carefully. Choose the best answer and fill in the space on the answer sheet.

1. Which of these would you use to find the day of the week on which your birthday comes this year?

   a. a graph
   b. a chart
   c. a calendar
   d. a map

2. Where would you look for help in writing a thank-you note?

   a. a math book
   b. a language book
   c. a game book
   d. a comic book

3. If you wanted to know about hamsters which book would help you most?

   a. Undersea Life
   b. Farm Animals
   c. Snakes
   d. How to Care for Your Pet

4. Where in a textbook would you find the meanings of words?

   a. Glossary
   b. Table of Contents
   c. Index
   d. Chapter Four

REFERENCE SKILLS

Alphabetical Order

Directions: Choose the word that would appear first if the words were placed in a-b-c order. Fill in the correct space on the answer sheet.

5.

a. June
b. November
c. July
d. May

6.

a. Sherwin, Sara
b. Howard, Judy
c. Keedy, Tom
d. Hall, E.R.

7.

a. trail
b. road
c. street
d. lane

8.

a. Thomas, Alice
b. Thomas, Ruth
c. Thomas, Robert
d. Thomas, Allen

Directions: Choose the word that would appear third if these words were arranged in alphabetical order. Fill in the correct space on the answer sheet.

9.

a. draw
b. drank
c. drain
d. drama

10.

a. infield
b. influence
c. inform
d. inflate

11.

a. likeness
b. likely
c. likewise
d. likable

12.

a. Mississippi
b. Minnesota
c. Missouri
d. Montana

REFERENCE SKILLS

Index

Directions: Below is a sample Index. For each exercise, try to find the correct page number in the index before you read the suggested answers. Fill in the answer sheet with the correct answer.

> Camping, campfire programs, 15-16; how to build a campfire, 17; equipment, 18-20; foods to cook, 21-23
>
> Chemistry, history, 97-98; products, 99-102
>
> Communication, daily life, 36-39; business and industry, 40-44; transportation 45-48
>
> Fire Fighting, "Battling the Blaze," 112-118; "What to Do in Case of Fire," 119-125
>
> Prehistoric Man, food, 62-64, clothing, 65-67, shelter, 68-70

13. Which pages might tell you about drawings in a cave?

    a. 99-102
    b. 112-118
    c. 68-70
    d. Not in index

14. Which pages would tell you the best type of tent to use in the backyard?

    a. 18-20
    b. 119-125
    c. 36-39
    d. 65-67

15. On what pages would you look if you wanted to know how to report a fire?

    a. 21-23
    b. 119-125
    c. 40-44
    d. 112-118

16. What pages might show you pictures of firemen fighting a fire?

    a. 62-64
    b. 97-98
    c. 15-16
    d. 112-118

REFERENCE SKILLS

Dictionary

Directions: Use the sample dictionary and the key to answer the exercises.

al ma nac	(ôl′ mə nak), n. a calendar of days, weeks, and months, often with information about weather, the sun, moon, stars, tides, etc.
book let	(bu̇k′ lit), n. little book; thin book, often with paper cover.
clear ly	(klēr′ li), adv. in a clear manner; something is plainly understood.
de tached	(di̯ tacht′), adj. standing apart; separate; unattached.
ge og ra phy	(ji og′ rə fi), n. study of the earth's surface, climate, continents, countries, people, industries and products.
grow	(grō), v. become bigger; increase.
pe ri od ic	(pēr′ i od′ ik), adj. done again and again at regular intervals.
Syllables are indicated by a dot (.) or by the light (′) or heavy (‴) accent mark.	
Abbreviations used: adj., adjective; adv., adverb; n., noun; pl., plural; v., verb.	

17. Which word is an adverb?

a. geography
b. detached
c. periodic
d. clearly

18. Which is the correct spelling of the word meaning "to happen again and again"?

a. periscope
b. periodically
c. periodic
d. perilous

19. Where would you find information about the date of the San Francisco earthquake?

a. booklet
b. geography
c. detached
d. almanac

20. How many syllables are there in geography?

a. four
b. two
c. three
d. five

REFERENCE SKILLS

Table of Contents

Directions: Below is the Table of Contents of a book. Use this table to answer the exercises. Fill in the answer sheet with the correct answer.

Table of Contents

Chapter		Page
1	How and Why the Railroad Started	4
2	The Railroads in the United States	15
3	Passenger Trains	24
4	Freight Trains	33
5	The Future - Trains Without Rails	46

21. Which chapter might tell you how many people travel by railroads each year?

a. 1
b. 3
c. 4
d. 7

22. Which chapter might show you a picture of a coal car?

a. 1
b. 2
c. 4
d. 5

23. Which chapter might tell you about railroads in the 1990's?

a. 1
b. 3
c. 4
d. 5

24. Which chapters might tell you about people who work for the railroads?

a. 1 and 5
b. 3 and 4
c. 2 and 3
d. 2 and 5

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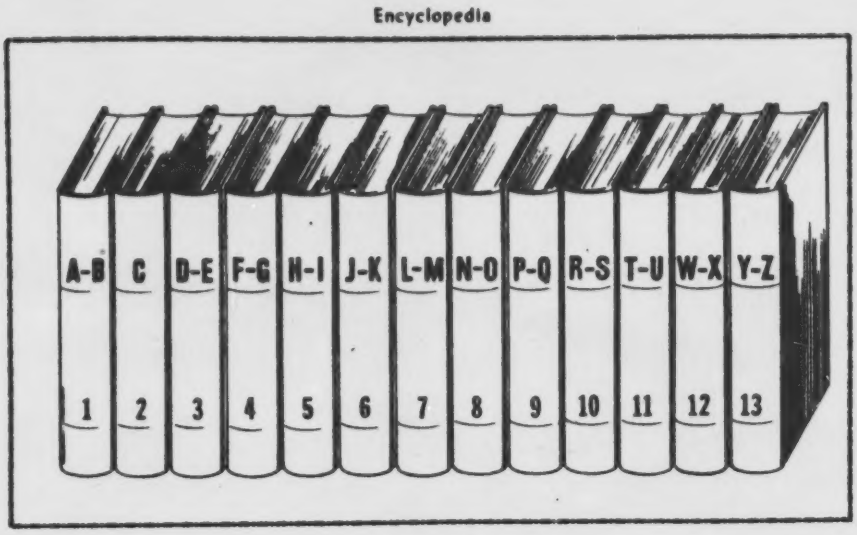
REFERENCE SKILLS

Encyclopedia Use



Directions: This is a picture of a set of volumes of an encyclopedia. Each volume contains information about topics which begin with the letters shown on the back. Look at the picture and use it to answer the exercises.

25. Which volume would tell you about wheat?

a. Volume 4
b. Volume 5
c. Volume 9
d. Volume 12

26. Which volume would give you the most information about Henry Ford?

a. Volume 1
b. Volume 4
c. Volume 5
d. Volume 10

27. In which volume would most likely find a map of New York?

a. Volume 3
b. Volume 8
c. Volume 12
d. Volume 13

28. Which volume would you use to find out about clouds, rain, weathervanes, snow, and thermometers?

a. Volume 2
b. Volume 7
c. Volume 11
d. Volume 12

59/60

MATHEMATICS SKILLS

Computation

Directions: Five answers are given for each question, but only one of these answers is right. You are to choose the one answer that you think is better than the others. Then, on the answer sheet, fill in the space for the best answer.

1. $\begin{array}{r} 69 \\ +73 \\ \hline \end{array}$

   a. 132
   b. 136
   c. 242
   d. 142
   e. None of the above

2. $\frac{2}{3} \times \frac{2}{3} =$

   a. $\frac{2}{3}$
   b. 1
   c. $\frac{4}{9}$
   d. $\frac{4}{3}$
   e. None of the above

3. $\begin{array}{r} 7\ \frac{3}{4} \\ -5 \\ \hline \end{array}$

   a. $12\ \frac{3}{4}$
   b. $\frac{3}{4}$
   c. $2\ \frac{3}{4}$
   d. 2
   e. None of the above

4. $6\overline{)180}$

   a. 3
   b. 30
   c. 300
   d. 60
   e. None of the above

5. $\begin{array}{r} 4,879 \\ 20,203 \\ 74 \\ 3,678 \\ \hline \end{array}$

   a. 28,814
   b. 27,824
   c. 28,834
   d. 27,834
   e. None of the above

6. $20\overline{)3571}$

   a. 178 r1
   b. 107 r8
   c. 178 r11
   d. 138 r11
   e. None of the above

7. $\begin{array}{r} 2937 \\ -260 \\ \hline \end{array}$

   a. 2737
   b. 2777
   c. 3197
   d. 1677
   e. None of the above

8. $\begin{array}{r} 14.06 \\ \times 3 \\ \hline \end{array}$

a. 42.18
b. 4.218
c. 42.48
d. 32.48
e. None of the above

9. 37.2 + 8.3 + 9.27 =

a. 13.82
b. 54.77
c. 138.2
d. .5477
e. None of the above

10. 89.3 - 7.9 =

a. 8.14
b. 81.6
c. 82.6
d. 81.4
e. None of the above

11. 416 ÷ 4 =

a. 14
b. 10 r4
c. 104
d. 140
e. None of the above

12. 0.16 x 0.3 =

a. 4.8
b. 0.48
c. 48
d. .048
e. None of the above

13. $\begin{array}{r} \frac{1}{6} \\ \frac{2}{6} \\ +\frac{2}{6} \\ \hline \end{array}$

a. 1
b. $\frac{5}{18}$
c. $\frac{5}{6}$
d. $1\ \frac{1}{6}$
e. None of the above

14. $\begin{array}{r} \frac{8}{9} \\ -\frac{3}{9} \\ \hline \end{array}$

a. $\frac{11}{9}$
b. $1\ \frac{1}{9}$
c. 5
d. $\frac{5}{0}$
e. None of the above

15. 2608 x 7=

a. 14,256
b. 18,256
c. 18,206
d. 14,206
e. None of the above

16. $13\overline{)71}$

a. 5 r6
b. 6 r5
c. 5 r5
d. 6
e. None of the above

17. $8\overline{)304}$

a. 308
b. 380
c. 38o r4
d.
e. None of the above

18. 7931 x 8 =

a. 56,448
b. 63,428
c. 63,248
d. 63,248
e. None of the above

19.
$$\begin{array}{r} 56,900 \\ -\ 8,799 \\ \hline \end{array}$$

a. 52,299
b. 48,101
c. 48,111
d. 48,211
e. None of the above

20. 0.931 + 0.429 =

a. 1.360
b. 0.1360
c. 13.60
d. 1.350
e. None of the above

MATHEMATICS SKILLS

Concepts And Application

Directions: Five answers are given for each question, but only one of these answers is right. You are to choose the one answer that you think is better than the others. Then, on the answer sheet, fill in the space for the best answer.

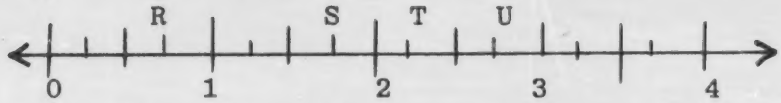
1. What number could go in both boxes to make this number sentence true.

   $(3 \times \square) + (5 \times \square) = 21 + 35$

   a. 4
   b. 5
   c. 6
   d. 7
   e. None of the above

2. Which of the following sets contains factors of 21?

   a. 15, 6
   b. 7, 3
   c. 3, 8
   d. 21, 0
   e. None of the above

3. 

   Which letter is at 2 3/4 on this number line?

   a. R
   b. S
   c. T
   d. U
   e. None of the above

4. Jill Smith had 7 meters of ribbon. She gave 4 meters to her friend, Dawn. How many centimeters of ribbon did Jill have left. (1 meter = 100 centimeters)

a. 100
b. 3
c. 300
d. 30
e. None of the above

5. What number goes in the box to make this number sentence true?

$2\frac{1}{4} + 5\frac{2}{4} = \square + 2\frac{1}{4}$

a. $7\frac{3}{4}$
b. $2\frac{1}{4}$
c. $5\frac{2}{4}$
d. $5\frac{3}{4}$
e. None of the above

6. Which of the digits is in the thousands place in the numeral 175,203?

a. 1
b. 2
c. 7
d. 0
e. None of the above

7. Which of the following goes in the box to make this number sentence true?

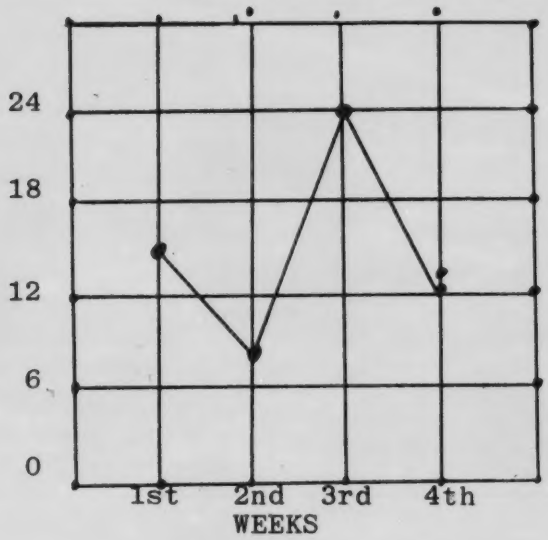
$4 \times 6 = \square$

a. $20 + 5$
b. $48 \div 2$
c. $12 \div 2$
d. $20 - 4$
e. None of the above

8. Billy has been working on his school project for 2 weeks and 3 days. How many days has Billy been working on his project?

a. 3
b. 6
c. 17
d. 10
e. None of the above

9. Bob's Stamp Collecting



This graph shows that Bob has been collecting stamps for 4 weeks now. It also shows that the first and third weeks were his best for collecting stamps. According to the graph how many stamps did Bob collect altogether in the first and third weeks?

a. 18
b. 24
c. 39
d. 59
e. None of the above

10. Which number does XXXV stand for?

a. 25
b. 32
c. 35
d. 16
e. None of the above

11. Which set below contains only odd numbers?

a. 2, 4, 6, 8
b. 3, 5, 8, 16
c. 7, 3, 9, 11
d. 8, 9, 10, 11
e. None of the above

12. Which of the following goes in the box to make this number sentence true?

4 x 9 ☐ 35

a. <
b. =
c. ✗
d. >
e. None of the above

13. What number goes in the box to make this number sentence true?

(5 x 4) x 2 = 5 x (☐ x 2)

a. 20
b. 8
c. 10
d. 40
e. None of the above

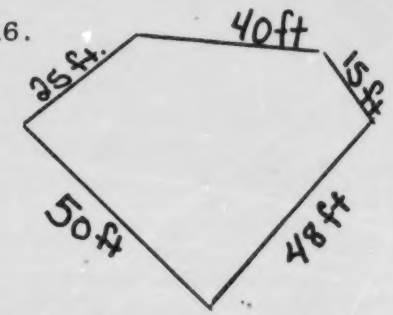
14. What are the missing pair of numbers in the pattern below?

4, 8, __, 16, 20, __, 28

a. 32, 36
b. 10, 25
c. 12, 24
d. 12, 32
e. None of the above

15. Which of the following numerals means the same as (4 x 1000) + (7 x 100) + (2 x 10) + (5 x 1)?

a. 40, 715
b. 475
c. 4,725
d. 14,725
e. None of the above

16. 

This is the shape of Mr. Jones' yard. He wants to put a fence around the perimeter. How many feet of fence will he need?

a. 278
b. 168
c. 188
d. 178
e. None of the above

17. Which of the following shows parallel line segments?

a. b. c. d.

e. None of the above

18. What is the greatest common factor of the numerals 9 and 12?

a. 9
b. 12
c. 36
d. 3
e. None of the above

19. Which of the following numerals is "not" a prime number?

a. 13
b. 2
c. 5
d. 9
e. None of the above

20. Which of the following is another name for 703?

a. (7 x 10) + (3 x 1)
b. (7 x 100) + (3 x 10)
c. (7 x 100) + (3 x 1)
d. (7 x 1000) + (3 x 1)
e. None of the above

21. Which of the following numbers can be divided evenly by 3?

a. 5
b. 9
c. 10
d. 2
e. None of the above

22. Which of the following is equal to $1.50?

a. 1 dollar, 3 quarters, 2 dimes, 1 nickel
b. 1 dollar, 1 quarter, 2 dimes, 5 pennies
c. 1 dollar, 2 quarters, 1 dime
d. 4 quarters, 3 dimes
e. None of the above

ANSWER KEYS FOR TEACHERS

ANSWER KEYS

Reading Comprehension

1. c	6. b	13. b
2. a	7. c	14. d
3. c	8. a	15. d
4. b	9. b	16. b
5. c	10. b	17. b
	11. c	
	12. d	

Vocabulary

1. d	8. a
2. a	9. a
3. b	10. c
4. c	11. c
5. b	12. b
6. b	
7. a	

Language Expression

1. a	6. c
2. c	7. a
3. d	8. b
4. a	9. c
5. b	10. d

Spelling

1. b	5. a	9. a	13. c
2. a	6. d	10. d	14. b
3. c	7. b	11. c	
4. c	8. d	12. a	

Capitalization

1. a	5. b	9. a
2. b	6. c	10. b
3. d	7. b	11. c
4. a	8. c	12. d

Punctuation

1. c
2. a
3. b
4. d
5. d
6. a
7. d
8. b
9. c
10. a

Study Skills: Maps

A City Map

1. d
2. a
3. a
4. b
5. d

U.S. Map

1. underlined
2. not underlined
3. not underlined
4. Arkansas and Red
5. Platte and Arkansas

Highway Map

1. b
2. a, b, d
3. a

Topography Map

1. c
2. b
3. a

Study Skills: Graphs

Picture Graph

1. a
2. c
3. b

Circle Graph

1. a
2. c
3. b

Horizontal Bar Graph

1. 2
2. horizontal
3. 72
4. 84
5. George Rand

Reference Skills

Reference Materials

1. c
2. b
3. d
4. a

Alphabetical Order

5. c
6. d
7. d
8. a
9. b
10. b
11. a
12. c

Index

13. c
14. a
15. b
16. d

Table of Contents

21. c
22. c
23. d
24. b

Dictionary

17. d
18. c
19. d
20. a

Encyclopedia

25. d
26. b
27. b
28. d

Mathematics Skills

Computation

1. d
2. c
3. c
4. b
5. c
6. c
7. e
8. a
9. b
10. d
11. c
12. d
13. c
14. e
15. b
16. a
17. b
18. c
19. b
20. a

Concepts and Application

1. d
2. b
3. d
4. c
5. c
6. e
7. b
8. c
9. c
10. c
11. c
12. d
13. e
14. c
15. c
16. d
17. d
18. d
19. d
20. c
21. b
22. b

Answer Sheet

Reading Comprehension

	a	b	c	d
1.	O	O	O	O
2.	O	O	O	O
3.	O	O	O	O
4.	O	O	O	O
5.	O	O	O	O
6.	O	O	O	O
7.	O	O	O	O
8.	O	O	O	O
9.	O	O	O	O
10.	O	O	O	O
11.	O	O	O	O
12.	O	O	O	O
13.	O	O	O	O
14.	O	O	O	O
15.	O	O	O	O
16.	O	O	O	O
17.	O	O	O	O
18.	O	O	O	O
19.	O	O	O	O
20.	O	O	O	O
21.	O	O	O	O
22.	O	O	O	O

	T	F
23.	O	O
24.	O	O
25.	O	O
26.	O	O
27.	O	O
28.	O	O

Vocabulary

	a	b	c	d
1.	O	O	O	O
2.	O	O	O	O
3.	O	O	O	O
4.	O	O	O	O
5.	O	O	O	O
6.	O	O	O	O
7.	O	O	O	O
8.	O	O	O	O
9.	O	O	O	O
10.	O	O	O	O
11.	O	O	O	O
12.	O	O	O	O

Answer Sheet

Language Expression

	a	b	c	d
1.	O	O	O	O
2.	O	O	O	O
3.	O	O	O	O
4.	O	O	O	O
5.	O	O	O	O
6.	O	O	O	O
7.	O	O	O	O
8.	O	O	O	O
9.	O	O	O	O
10.	O	O	O	O

Spelling

	a	b	c	d
1.	O	O	O	O
2.	O	O	O	O
3.	O	O	O	O
4.	O	O	O	O
5.	O	O	O	O
6.	O	O	O	O
7.	O	O	O	O
8.	O	O	O	O
9.	O	O	O	O
10.	O	O	O	O
11.	O	O	O	O
12.	O	O	O	O
13.	O	O	O	O
14.	O	O	O	O

LANGUAGE MECHANICS
Capitalization

	a	b	c	d
1.	O	O	O	O
2.	O	O	O	O
3.	O	O	O	O
4.	O	O	O	O
5.	O	O	O	O
6.	O	O	O	O
7.	O	O	O	O
8.	O	O	O	O
9.	O	O	O	O
10.	O	O	O	O
11.	O	O	O	O
12.	O	O	O	O

LANGUAGE MECHANICS
Punctuation

	a	b	c	d
1.	O	O	O	O
2.	O	O	O	O
3.	O	O	O	O
4.	O	O	O	O
5.	O	O	O	O
6.	O	O	O	O
7.	O	O	O	O
8.	O	O	O	O
9.	O	O	O	O
10.	O	O	O	O

Answer Sheet

MAP READING

A City Map

	a	b	c	d
1.	O	O	O	O
2.	O	O	O	O
3.	O	O	O	O
4.	O	O	O	O

REFERENCE SKILLS

Reference Materials

	a	b	c	d
1.	O	O	O	O
2.	O	O	O	O
3.	O	O	O	O
4.	O	O	O	O

Alphabetical Order

	a	b	c	d
5.	O	O	O	O
6.	O	O	O	O
7.	O	O	O	O
8.	O	O	O	O
9.	O	O	O	O
10.	O	O	O	O
11.	O	O	O	O
12.	O	O	O	O

Index

	a	b	c	d
13.	O	O	O	O
14.	O	O	O	O
15.	O	O	O	O
16.	O	O	O	O

Dictionary

	a	b	c	d
17.	O	O	O	O
18.	O	O	O	O
19.	O	O	O	O
20.	O	O	O	O

	a	b	c	d
21.	O	O	O	O
22.	O	O	O	O
23.	O	O	O	O
24.	O	O	O	O
25.	O	O	O	O
26.	O	O	O	O
27.	O	O	O	O
28.	O	O	O	O

Answer Sheet

Concepts

	a	b	c	d
1.	O	O	O	O
2.	O	O	O	O
3.	O	O	O	O
4.	O	O	O	O
5.	O	O	O	O
6.	O	O	O	O
7.	O	O	O	O
8.	O	O	O	O
9.	O	O	O	O
10.	O	O	O	O
11.	O	O	O	O
12.	O	O	O	O
13.	O	O	O	O
14.	O	O	O	O
15.	O	O	O	O

Problem Solving

	a	b	c	d
1.	O	O	O	O
2.	O	O	O	O
3.	O	O	O	O
4.	O	O	O	O
5.	O	O	O	O
6.	O	O	O	O
7.	O	O	O	O
8.	O	O	O	O
9.	O	O	O	O
10.	O	O	O	O
11.	O	O	O	O
12.	O	O	O	O

Ability Test Samples

	a	b	c	d
1.	O	O	O	O
2.	O	O	O	O
3.	O	O	O	O
4.	O	O	O	O
5.	O	O	O	O
6.	O	O	O	O
7.	O	O	O	O
8.	O	O	O	O
9.	O	O	O	O
10.	O	O	O	O
11.	O	O	O	O

APPENDIX

0583

GRADE 5

STUDENT	SCHOOL	TEACHER	PER.	DATE

STUDENT NUMBER									SCHOOL NUMBER					T/C CODE	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

MARKING DIRECTIONS	• Use a No. 2 pencil only. • Make no stray marks.	• Mark entire answer space. • Erase changes completely.	PROPER MARK ●	IMPROPER MARKS + X • ✓ − O

GRADE 5

READING VOCABULARY (0583)

(Page R1)

SAMPLE ITEMS

A a b c d

B f g h j

C a b c

1 f g h j	7 f g h j	13 f g h j	19 f g h j	25 f g h j
2 a b c d	8 a b c d	14 a b c d	20 a b c d	26 a b c
3 f g h j	9 f g h j	15 f g h j	21 f g h j	27 f g h
4 a b c d	10 a b c d	16 a b c d	22 a b c d	28 a b c
5 f g h j	11 f g h j	17 f g h j	23 f g h j	29 f g h
6 a b c d	12 a b c d	18 a b c d	24 a b c d	30 a b c

READING COMPREHENSION (0584)

(Page R5)

SAMPLE ITEM

D f g h j

31 a b c d	39 a b c d	47 a b c d	55 a b c d	63 a b c d
32 f g h j	40 f g h j	48 f g h j	56 f g h j	64 f g h j
33 a b c d	41 a b c d	49 a b c d	57 a b c d	65 a b c d
34 f g h j	42 f g h j	50 f g h j	58 f g h j	66 f g h j
35 a b c d	43 a b c d	51 a b c d	59 a b c d	67 a b c d
36 f g h j	44 f g h j	52 f g h j	60 f g h j	68 f g h j
37 a b c d	45 a b c d	53 a b c d	61 a b c d	69 a b c d
38 f g h j	46 f g h j	54 f g h j	62 f g h j	70 f g h j

SPELLING (0585)

(Page L1)

SAMPLE ITEM

E a b c

1 f g h	5 f g h	9 f g h	13 f g h	17 f g h
2 a b c	6 a b c	10 a b c	14 a b c	18 a b c
3 f g h	7 f g h	11 f g h	15 f g h	19 f g h
4 a b c	8 a b c	12 a b c	16 a b c	20 a b c

3013-ODF-54321

LANGUAGE MECHANICS (0586)

(Page L4)

SAMPLE ITEMS

F a b c d e

G f g h i k

1 a b c d e	6 f g h i k	11 a b c d e	16 f g h j k	21 a b c d e
2 f g h j k	7 a b c d e	12 f g h i k	17 a b c d e	22 f g h j k
3 a b c d e	8 f g h i k	13 a b c d e	18 f g h i k	23 a b c d e
4 f g h i k	9 a b c d e	14 f g h i k	19 a b c d e	24 f g h j k
5 a b c d e	10 f g h i k	15 a b c d e	20 f g h i k	25 a b c d

LANGUAGE EXPRESSION (0587)

(Page L8)

SAMPLE ITEMS

H f g h i

J a b c

K f g h i

26 a b	34 a b c d	42 a b	50 a b c d	58 a b c d
27 f g	35 f g h j	43 f g	51 f g h j	59 f g h j
28 a b	36 a b c	44 a b c d	52 a b c d	60 a b c d
29 f g h	37 f g h	45 f g h j	53 f g h	61 f g h j
30 a b c	38 a b c	46 a b c d	54 a b c	62 a b c d
31 f g	39 f g h	47 f g h j	55 f g h	63 f g h j
32 a b	40 a b c	48 a b c d	56 a b c	
33 f g h j	41 f g	49 f g h j	57 f g h	

0512

GRADE 5

STUDENT	SCHOOL	TEACHER	PER.	DATE

STUDENT NUMBER						SCHOOL NUMBER						T/C CODE	
0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9

MARKING DIRECTIONS	• Use a No. 2 pencil only • Make no stray marks	• Mark entire answer space. • Erase changes completely.	PROPER MARK	IMPROPER MARKS
			●	✓ X · O

TEST 1

COGNITIVE ABILITIES

(Page 2)
PRACTICE EXERCISES

1 A B ● D E

2 F G H J K

3 L M N P Q

(Page 4)
SAMPLE

0 A B C D E

(Page 5)
LEVEL C

11 L M N P Q

12 R S T U V

13 A B C D E

14 F G H J K

15 L M N P Q

16 R S T U V

17 A B C D E

18 F G H J K

19 L M N P Q

20 R S T U V

21 A B C D E

22 F G H J K

23 L M N P Q

24 R S T U V

25 A B C D E

26 F G H J K

27 L M N P Q

28 R S T U V

29 A B C D E

30 F G H J K

31 L M N P Q

32 R S T U V

33 A B C D E

34 F G H J K

35 L M N P Q

TEST 2

(Page 12)
SAMPLES

0 A B C D E

00 F G H J K

000 L M N P Q

(Page 14)
LEVEL C

11 L M N P Q

12 R S T U V

13 A B C D E

14 F G H J K

15 L M N P Q

16 R S T U V

17 A B C D E

18 F G H J K

19 L M N P Q

20 R S T U V

21 A B C D E

22 F G H J K

23 L M N P Q

24 R S T U V

25 A B C D E

26 F G H J K

27 L M N P Q

28 R S T U V

29 A B C D E

30 F G H J K

31 L M N P Q

32 R S T U V

33 A B C D E

34 F G H J K

35 L M N P Q

TEST 3

(Page 22)

SAMPLE 0		SAMPLE 00		SAMPLE 000	
YES	NO	YES	NO	YES	NO
1		6		11	
YES	NO	YES	NO	YES	NO
2		7		12	
YES	NO	YES	NO	YES	NO
3		8		13	
YES	NO	YES	NO	YES	NO
4		9		14	
YES	NO	YES	NO	YES	NO
5		10		15	

(Page 27)

SET C		SET D		SET E		SET F		SET G		SET H	
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
11		16		21		26		31		36	
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
12		17		22		27		32		37	
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
13		18		23		28		33		38	
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
14		19		24		29		34		39	
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
15		20		25		30		35		40	

The following lists are commonly used by test authors.

BREAKDOWN OF THE DOLCH BASIC WORD LIST BY LEVELS

Preprimer	Primer	First Grade	Second Grade	Third Grade
a	all	after	always	about
and	am	again	around	better
away	are	an	because	bring
big	at	any	been	carry
blue	ate	as	before	clean
can	be	ask	best	cut
come	black	by	both	done
down	brown	could	buy	draw
find	but	every	call	drink
for	came	fly	cold	eight
funny	did	from	does	fall
go	do	give	don't	far
help	eat	going	fast	full
here	four	had	first	got
I	get	has	five	grow
in	good	her	found	hold
is	have	him	gave	hot
it	he	his	goes	hurt
jump	into	how	green	if
little	like	just	its	keep
look	must	know	made	kind
make	new	let	many	laugh
me	no	live	off	light
my	now	may	or	long
not	on	of	pull	much
one	our	old	read	myself
play	out	once	right	never
red	please	open	sing	only
run	pretty	over	sit	own
said	ran	put	sleep	pick
see	ride	round	tell	seven
the	saw	some	their	shall
three	say	stop	these	show
to	she	take	those	six
two	so	thank	upon	small
up	soon	them	us	start
we	that	then	use	ten
where	there	think	very	today
yellow	they	walk	which	together
you	this	were	why	try
	too	when	wish	warm

DOLCH WORD LIST - COMMON NOUNS

apple	children	flower	money	sister
baby	Christmas	game	morning	snow
back	coat	garden	mother	song
ball	corn	girl	name	squirrel
bear	cow	good-by	nest	stick
bed	day	grass	night	street
bell	dog	ground	paper	sun
bird	doll	hand	party	table
birthday	door	head	picture	thing
boat	duck	hill	pig	time
box	egg	home	rabbit	top
boy	eye	horse	rain	toy
bread	farm	house	ring	tree
brother	farmer	kitty	robin	watch
cake	father	leg	Santa Claus	water
car	feet	letter	school	way
cat	fire	man	seed	wind
chair	fish	men	sheep	window
chicken	floor	milk	shoe	wood

WORD LIST

I. Words open to many interpretations

understand
know
comprehend
learn
define
explain
discuss
recognize
develop
screen
give
remember
appreciate
perform
be familiar with
compare and contrast
differentiate
present
express
grasp
organize
specify
find
be aware of

II. Words open to few interpretations

add
answer
arrange
assemble
black out
build
calculate
change to
check
choose
circle
color
compare
complete
compute
connect
construct
cross out
derive
designate
determine
diagram
discuss
divide
erase
establish
sketch
spell
subtract
tear
translate
write
execute
identify
illustrate
insert
jump
label
list
locate
manipulate
match
name
order
outline
pick out
point to
print
pronounce
puncture
put together
read
recite
record
remove
rewrite
run
say
select
solve
state
take apart
tell
underline

APPENDIX D

KUCERA-FRANCIS WORD LIST

Words most commonly used in rank order.

the	this	we	can
of	had	him	only
and	not	been	other
to	are	has	new
a	but	when	some
in	from	who	could
that	or	will	time
is	have	more	these
was	an	no	two
he	they	if	may
for	which	out	then
it	one	so	do
with	you	said	first
as	were	what	any
his	her	up	my
on	all	its	now
be	she	about	such
at	there	into	like
by	would	then	our
I	their	them	over
man	should	long	off
me	because	get	come
even	each	here	since
most	just	between	against
made	those	both	go
after	people	life	came
also	Mr.	being	right
did	how	under	used
many	too	never	take
before	little	day	three
must	state	same	state
through	good	another	himself
back	very	know	few
years	make	while	house
where	would	last	use
much	still	might	during
may	own	us	without
well	see	great	again
down	men	old	place
	work	year	American

around
however
home
small
found
Mrs.
thought
went
say
part
once
general
high
upon
school
every
don't
does
got
united

left
number
course
war
until
always
away
something
fact
though
water
less
public
put
thing
almost
hand
enough
far
took

head
yet
government
system
better
set
told
nothing
night
end
why
called
didn't
eyes
find
going
look
asked
later
knew

SUPPLEMENTARY ACTIVITIES FOR FIFTH GRADE:
Teaching Test Taking Skills

Prepared by Staff Members at Laurel Elementary
1976-77

WORD MEANINGS

Choose the answer that gives the meaning of the underlined word.

1. The word quell once meant to slaughter or torture. Today it means

   a. to quiet or to subdue
   b. to write
   c. to quit

2. The word peculiar once meant property that belonged to one person or something that had distinct characteristics. Today it means

   a. common; ordinary
   b. odd; queer; eccentric
   c. pretty; of great beauty

3. The word tinsel once meant glitter. Today it means

   a. something attractive but without real worth
   b. a writing implement
   c. something of great worth

4. The word nice meant foolish, stupid, or senseless. Today it means

   a. pleasing; agreeable
   b. one's sister's child
   c. wise; clever

5. The word counterfeit once meant only to imitate. Today it means

   a. to fight in a restaurant
   b. to give advice
   c. to imitate with intent to deceive

6. The word cunning once meant knowledge or skill. Today it means

   a. pretty
   b. evil
   c. skillful in deceiving

7. The word sly once meant skilled in doing something. Today it means

   a. tricky or secretive
   b. sloppy; unkempt
   c. unpleasant or disagreeable

8. The word annoy once meant to hurt seriously. Today it means

   a. to help
   b. to disturb or irritate
   c. to mix two or more metals

9. The word splendid once meant only bright. Today it means

   a. cheap
   b. spendthrift
   c. excellent

10. The word knight once meant a boy. Today it means

   a. a very brave boy
   b. an honorable rank
   c. evening

11. The word petty once meant only small. Today it means

   a. mean; narrow-minded
   b. handsome; good-looking
   c. large

12. The word pitiful once meant characterized by piety; religious. Today it means

   a. full of seeds
   b. deserving sympathy
   c. lovely; very attractive

13. The word poison once meant a potion or a small drink. Today it means

   a. a large drink
   b. a harmless substance
   c. a harmful substance

14. The word naughty once meant wicked or evil. Today it means

   a. amusing
   b. worthy
   c. mischievous

15. The word sullen once meant solemn or serious. Today it means

    a. sulky; silent and bad-humored
    b. bright; shiny
    c. happy; fortunate

16. The word villain once meant someone of low class who lived in the country. Today it means

    a. a farm
    b. a farmhouse
    c. an evil-doer

17. The word stupid once meant amazed or surprised. Today it means

    a. bright
    b. unintelligent
    c. bent over

18. The word lengthy once meant only long. Today it means

    a. simple
    b. overlong
    c. short

19. The word costly once meant wasteful or extravagant. Today it means

    a. valuable; highly priced
    b. rough in texture
    c. inexpensive; low in price

20. The word painful once meant performed with labor and care; diligent. Today it means

    a. causing suffering; hurting
    b. lively; full of fun
    c. filled to the brim

21. The word jest once meant a brave or heroic deed. Today it means

    a. a generous action
    b. a tournament
    c. a joke

22. The word silly once meant deserving of pity or sympathy. Today it means

    a. dirty; covered with filth
    b. foolish; senseless
    c. soft; smooth

23. The word affection once meant state of mind, generally; mental tendency. Today it means

a. fondness; tenderness; love
b. respect; reverence
c. a contagious illness

24. The word fame once meant any kind of report about a person or activity, good or bad. Today it means

a. a bad reputation
b. an unknown person
c. a good reputation

25. The word bleak once meant pale or lacking color. Today it means

a. desolate; bare; forbidding
b. bird's bill
c. small; weak, helpless

PRINTED MISTAKES - CAPITALIZATION

Choose the line that has a mistake.

1. a. Tom and i
   b. met Mike Wilson
   c. at school.
   d. No mistakes

2. a. Dr. And Mrs.
   b. L. j smith live
   c. on Oak Lane.
   d. No mistakes

3. a. Scott, Gene, and
   b. Don will be in
   c. the Fourth of july parade.
   d. No mistakes

4. a. I think that
   b. Halloween is a
   c. good holiday.
   d. No mistakes

5. a. Have you bought
   b. a present for
   c. aunt Sue?
   d. No mistakes

6. a. We would find
   b. that book at
   c. brown's book store.
   d. No mistake

7. a. It is on the
   b. corner of fourth
   c. and Main Street.
   d. No mistakes

8. a. Louisa may Alcott
   b. wrote the story,
   c. Little Women.
   d. No mistakes

9. a. A boy entered
   b. lee jones High
   c. School this year.
   d. No mistakes

10. a. His english is
    b. better than
    c. my German.
    d. No mistakes

11. a. he lives down
    b. the street
    c. on Park Lane.
    d. No mistakes

12. a. In parts of
    b. the united states
    c. there are mountains.
    d. No mistakes

13. a. Mary and tom
    b. came to town
    c. with us.
    d. No mistakes

14. a. May Tom and
    b. I go to
    c. the Library?
    d. No mistakes

15. a. The play is
    b. about captain
    c. John Smith
    d. No mistakes

16. a. The actors will
    b. play the part
    c. of the indians.
    d. No mistakes

17. a. Last sunday
    b. our class went
    c. on a walk.
    d. No mistakes

18. a. I hope that
    b. march 17 will
    c. be a nice day.
    d. No mistakes

19. a. Our team plays
b. in new York
c. next weekend.
d. No mistakes

20. a. The man
b. went to visit
c. mr. Andrews.
d. No mistakes

21. a. My younger Sister
b. is taking a
c. cooking class.
d. No mistakes

22. a. At West street
b. turn left and
c. go four miles.
d. No mistakes

23. a. Our cat is white.
b. he is also very
c. interested in food.
d. No mistakes

24. a. A lot of people
b. went to see
c. the movie, jaws.
d. No mistakes

25. a. The country
b. of finland is
c. in Europe.
d. No mistakes

26. a. Does labor Day
b. always come
c. on Monday?
d. No mistakes

27. a. My favorite
b. book is
c. The wizard of Oz.
d. No mistakes

28. a. They have many
b. friends who
c. are chinese.
d. No mistakes

29. a. the giant
b. sat down
c. on the table.
d. No mistakes

30. a. Our class had
b. a Valentine's Day
c. party in February.
d. No mistakes

31. a. The book
b. was called
c. Stories for holidays.
d. No mistakes

32. a. Here's a picture
b. taken in
c. texas.
d. No mistakes

33. a. Many countries
b. across the
c. atlantic ocean were named.
d. No mistakes

34. a. Karen's mother,
b. mrs. Brown, brought
c. cupcakes and ice cream.
d. No mistakes

35. a. Her house
b. is close to
c. somerset avenue.
d. No mistakes

36. a. We went to
b. visit the new
c. f b i building.
d. No mistakes

37. a. We saw frank
b. and Jean
c. on Sunday.
d. No mistakes

38. a. Every Christmas
b. we go
c. to Indiana
d. No mistakes

39. a. My cat's
b. name
c. is ruffian.
d. No mistakes

40. a. In april
b. Ben will be
c. nine years old.
d. No mistakes

41. a. Why doesn't
b. art walk
c. his dog?
d. No mistakes

42. a. Rocky and
b. i take them
c. to the park.
d. No mistakes

43. a. Jane said,
b. "we are
c. going to a party."
d. No mistakes

44. a. we asked
b. mr. Jackson
c. to visit us.
d. No mistakes

45. a. Mrs. C. h. Jones
b. was the
c. speaker.
d. No mistakes

46. a. The letter
b. started with,
c. dear John.
d. No mistakes

47. a. At foxhill Elem.
b. all the boys and
c. girls speak French.
d. No mistakes

48. a. He went to the
b. grocery Store for
c. a loaf of bread.
d. No mistakes

49. a. Jean, Ellen, Nancy,
b. Alice, and Sue
c. have come.
d. No mistakes

50. a. Betty, have
b. you seen
c. Mary?
d. No mistakes

51. a. No, we
b. haven't seen
c. her today.
d. No mistakes

52. a. Mary's sister
b. didn't come
c. to our house.
d. No mistakes

53. a. We were
b. here Monday,
c. Tuesday and Wednesday.
d. No mistakes

54. a. She was
b. born on
c. may 7, 1969.
d. No mistakes

55. a. Mary went
b. to see
c. Dr. L.J.Smith.
d. No mistakes

56. a. Mr. j. f. sutton
b. was here
c. on Wednesday.
d. No mistakes

57. a. I shall
b. see you
c. on Christmas.
d. No mistakes

58. a. Mr. John R.
b. Wolf was sick
c. for ten days.
d. No mistakes

59. a. John and I
b. live on
c. park street.
d. No mistakes

60. a. He is
b. living in
c. Philadelphia, Pa.
d. No mistakes

61. a. Mr. and Mrs.
b. Henry T. Blake
c. flew to Ohio.
d. No mistakes

62. a. He came
b. on Saturday
c. June 9, 1975.
d. No mistakes

63. a. Mary Jane
b. Best went to
c. easton, New York.
d. No mistakes

64. a. Was William's
b. brother in
c. the car?
d. No mistakes

65. a. Mr. Miles A.
b. Page Lives in
c. Gloucester, Mass.
d. No mistakes

66. a. where were
b. you on
c. New Year's Day?
d. No mistakes

67. a. We need
b. orange, violet,
c. blue, and yellow paint.
d. No mistakes

68. a. School began
b. on tuesday,
c. Sept. 6.
d. No mistakes

Printed Mistakes: SPELLING

Choose the word that has a mistake in spelling.

1. a. whimsical
   b. chieves
   c. quickly
   d. suspicion

2. a. weight
   b. replied
   c. companys
   d. cleverness

3. a. plumpt
   b. tragic
   c. villain
   d. holocaust

4. a. maker
   b. surface
   c. identifyied
   d. No mistakes

5. a. salary
   b. languid
   c. material
   d. manufacturring

6. a. sobing
   b. enjoying
   c. droll
   d. distributed

7. a. declining
   b. fishes
   c. pawper
   d. industries

8. a. famine
   b. idealy
   c. disguise
   d. No mistakes

9. a. runer
   b. wrapping
   c. clarifying
   d. No mistakes

10. a. adult
    b. stroking
    c. wolfs
    d. No mistakes

11. a. substitute
    b. senses
    c. patriot
    d. pretendding

12. a. violin
    b. prouddest
    c. carnations
    d. No mistakes

13. a. empty
    b. comited
    c. trucker
    d. No mistakes

14. a. narrowest
    b. attempted
    c. humerouser
    d. No mistakes

15. a. prettyest
    b. dived
    c. armies
    d. No mistakes

16. a. beggar
    b. selfeshest
    c. innocent
    d. No mistakes

17. a. expensive
    b. beautiful
    c. strippes
    d. No mistakes

18. a. rescu
    b. surfaced
    c. margins
    d. No mistakes

19. a. authord
b. cleaner
c. curious
d. No mistakes

20. a. slowly
b. babys
c. least
d. No mistakes

21. a. neighborhood
b. veteran
c. route
d. sliegh

22. a. typewrise
b. religious
c. ought
d. No mistakes

23. a. article
b. weve
c. traveller
d. No mistakes

24. a. rebellious
b. downcast
c. detension
d. No mistakes

25. a. procedure
b. plural
c. they'ed
d. No mistakes

26. a. comparison
b. abbreviation
c. sacred
d. thier

27. a. ocean
b. should'nt
c. constitution
d. No mistakes

28. a. geographic
b. respectful
c. otherfoot
d. No mistakes

29. a. grandma's
b. cobblestones
c. peice
d. No mistakes

30. a. single
b. preceded
c. oxygen
d. theyre

31. a. advertise
b. rhythum
c. protect
d. No mistakes

32. a. agreed
b. divition
c. prefer
d. No mistakes

33. a. influence
b. opposition
c. arroused
d. thumb

34. a. Europe
b. heros
c. groan
d. mistake

35. a. activity
b. roste
c. fight
d. rudeness

36. a. swurl
b. angle
c. loathe
d. produce

37. a. lite
b. distribution
c. chirp
d. No mistakes

38. a. harvest
b. Tusday
c. pneumonia
d. great

39. a. entirely
b. introducsion
c. potatoes
d. pledge

40. a. roach
b. preparasion
c. motion
d. newspaper

41. a. acquainted
b. burial
c. awdiance
d. fourth

42. a. contest
b. mouth
c. pase
d. picture

43. a. musical
b. bouquet
c. complament
d. history

44. a. breathe
b. sincere
c. people
d. nois

45. a. awkward
b. wurk
c. relative
d. friendship

46. a. scowl
b. amunt
c. quilty
d. knowledge

47. a. certificat
b. colonel
c. difficult
d. No mistakes

48. a. diamond
b. baunce
c. government
d. fail

49. a. familiar
b. availabel
c. special
d. reward

50. a. hound
b. joynt
c. stork
d. urn

SPELLING

Find the correct spelling.

1. a. Africa
   b. Afrika
   c. Afreeca
   d. Afterca

2. a. Urope
   b. Urepa
   c. Europe
   d. Euarepe

3. a. globa
   b. golbe
   c. goleb
   d. globe

4. a. eatrh
   b. earth
   c. earht
   d. erath

5. a. water
   b. watre
   c. wtare
   d. wattre

6. a. conutry
   b. country
   c. countri
   d. contry

7. a. staes
   b. sttaes
   c. states
   d. staste

8. a. warter
   b. walte
   c. water
   d. whater

9. a. north
   b. notrh
   c. norht
   d. nororth

10. a. direckon
    b. diriction
    c. direcoin
    d. direction

11. a. hemsphere
    b. hemisphere
    c. himispere
    d. himisphere

12. a. equator
    b. equateor
    c. equatro
    d. eqator

13. a. westner
    b. wastner
    c. western
    d. westnre

14. a. ocian
    b. oceain
    c. ocean
    d. osean

15. a. gufl
    b. gofl
    c. gufll
    d. gulf

16. a. pules
    b. poles
    c. pelos
    d. poels

17. a. circle
    b. curcel
    c. curcle
    d. circel

18. a. tropic
    b. troic
    c. tropick
    d. trypic

19. a. contienet
    b. continent
    c. contienint
    d. contienit

20. a. wordl
    b. wrodl
    c. worle
    d. world

ABBREVIATIONS

For what does each of the following abbreviations stand?

1. qt.	1. quiet	2. quick	3. quart	4. quits
2. yd.	2. young	2. yard	3. you	4. yacht
3. Ave.	1. average	2. after	3. avenge	4. avenue
4. Jr.	1. junior	2. judge	3. jam	4. journey
5. Thurs.	1. Through	2. Thursday	3. Thirsty	4. Tunnel
6. in.	1. inch	2. in	3. inner	4. interesting
7. Nov.	1. Number	2. None	3. November	4. Nobody
8. Apt.	1. apartment	2. apple	3. appoint	4. approve
9. pt.	1. prove	2. pint	3. picture	4. point
10. lb.	1. label	2. lab	3. pound	4. package

The abbreviation for each of the following is:

1. Monday	1. Md.	2. Mon.	3. Mo.	4. Mdy.
2. year	1. yr.	2. ya.	3. yd.	4. ye.
3. September	1. Sep.	2. Semt.	3. Sept.	4. Septem.
4. Mister	1. Mis.	2. Mit.	3. Mr.	4. Mir.
5. United States	1. Un. St.	2. U.S.	3. U.S.T.	4. Uds.
6. hour	1. ho.	2. hu.	3. hor.	4. hr.
7. dozen	1. doz.	2. don.	3. doze.	4. dez.
8. August	1. At.	2. Aut.	3. Aug.	4. Aust.
9. gallon	1. gon.	2. gal.	3. gall.	4. ga.
10. postscript	1. P.T.	2. P.O.	3. P.S.	4. P.S.T.

USAGE

Choose the one that has the mistake in USAGE.

1. a. We are finished.
   b. Our cat ran away.
   c. It ain't your toy.
   d. No mistakes

2. a. The paper was torn.
   b. Without warning, the chain broke.
   c. The gifts were wrapped nicely.
   d. No mistakes

3. a. I asked him for directions.
   b. John and me asked him for directions.
   c. John and Betty asked him for directions.
   d. No mistakes

4. a. Someone were hungry.
   b. No one wants to go to the game.
   c. Everyone must always try.
   d. No mistakes

5. a. She and I went to the farm.
   b. Him and me are cousins.
   c. It was I.
   d. Did you find her?

6. a. I seen the book, yesterday.
   b. I have never seen an ice
   c. He saw her in the city.
   d. No mistakes

7. a. Monday a rainbow was seen.
   b. Have you ever saw a hummingbird's nest?
   c. Have you seen Paula's new skates?
   d. No mistakes

8. a. Always speak distinctly.
   b. The boys who were on the ball field.
   c. Sally memorized several short poems.
   d. No mistakes

9. a. Look at that snake!
   b. When did the clock stop?
   c. The giant elm tree in our back yard.
   d. No mistakes

10. a. Doesn't Alice live next door?
    b. Don't he live here?
    c. Why weren't you at school yesterday?
    d. No mistakes

11. a. I wrote to Mrs. Philips.
    b. Have you wrote to Grandma?
    c. The letter has been written.
    d. No mistakes

12. a. It has took me a week to make a report.
    b. She took my letter to the mailbox.
    c. Where have you taken the letter?
    d. No mistakes

13. a. Susan, where is your sweaters?
    b. Are you coming with me?
    c. How is your mother?
    d. No mistakes

14. a. Have you done your best work?
    b. She was doing fine.
    c. Find out how she done.
    d. No mistakes

15. a. Seven boys have came.
    b. Have the girls come?
    c. Dad came shopping with me.
    d. No mistakes

Choose the misspelled word--you may use your dictionary.

16. a. groups
    b. ladys
    c. lunches
    d. No mistakes

17. a. children
    b. women
    c. brothers
    d. No mistakes

18. a. organized
    b. identified
    c. originat
    d. No mistakes

19. a. stirred
    b. swiming
    c. working
    d. No mistakes

20. a. shouldn't
    b. dosn't
    c. can't
    d. No mistakes

21. a. design
    b. spoke
    c. dollers
    d. No mistakes

22. a. universal
    b. tried
    c. bulletin
    d. No mistakes

23. a. answer
    b. wistled
    c. earliest
    d. No mistakes

24. a. typewriter
    b. homework
    c. aaktress
    d. No mistakes

25. a. weight
    b. peace
    c. peice
    d. No mistakes

REVIEW ACTIVITIES

Vocabulary. Choose the CORRECT meaning for the word that is underlined. You may use your dictionary.

26. Several means

    a. two
    b. more than two
    c. four
    d. a bunch

27. We will meet semi-annually.

    a. every month
    b. once a year
    c. twice a year
    d. twice a month

28. The men were in poor health.

    a. No money
    b. insufficient
    c. paralyzed
    d. sick

29. The author is describing a landscape.

    a. illustrating
    b. writing
    c. telling about in words
    d. showing

30. Harmless means:

    a. cannot be hurt
    b. without harm
    c. collar for a horse
    d. ferocious

31. He should be in the vicinity.

a. a region nearby
b. the bathroom
c. in town
d. a space shuttle

32. Receptacle means:

a. a party to honor someone
b. a person who is good and kind
c. an article made to hold something
d. to change times

33. Please, give me sufficient time.

a. a small amount of
b. one hour
c. a large amount of
d. enough

34. The statue is a replica of one in a museum.

a. antique
b. copy
c. work of art
d. sculpture

35. Don't be so conspicuous.

a. obnoxious
b. in a hurry
c. intelligent
d. likely to be seen

Choose the line in which a mistake in capitalization and/or punctuation appears.

36. a. Betty, did you
b. find a
c. Halloween costume.
d. No mistakes

37. a. Edison invented the
b. electric light the
c. moving picture and the phonograph.
d. No mistakes

38. a. Mr. and Mrs. Cameron
    b. have moved to
    c. St. Louis Missouri
    d. No mistakes

39. a. Frank and I
    b. want you to meet
    c. Mr. A.N. Martin
    d. No mistakes

40. a. Jefferson Davis was
    b. born on June 3 1808
    c. in Todd County, Kentucky
    d. No mistakes

In this letter choose the line in which a mistake in punctuation appears.

41. a. Springfield, Illinois
    b. May 4, 1977
    c. Dear Uncle Bob.
    d. No mistakes

42. a. I sent you a wallet
    b. for your birthday. Did you get
    c. it?
    d. No mistakes

43. a. I hope you like it.
    b. With love
    c. John
    d. No mistakes

Choose the line in which a mistake in punctuation has occurred.

44. a. Let's write a
    b. letter to that Toy Company
    c. and explain about the missing parts.
    d. No mistakes

45. a. The Baseball
    b. game starts
    c. at 4:00.
    d. No mistakes

46. a. Would you expect a bike
    b. made by Huffy to
    c. be built well?
    d. No mistakes

47. a. Our new shampoo
    b. is called bubbleup,
    c. and it really does.
    d. No mistakes

In this letter, choose the line in which a mistake in capitalization occurs.

48. a. 110 Laurel lane
    b. Oakton, Iowa
    c. April 30, 1977
    d. No mistakes

49. a. Dear Susan,
    b. I am having a party
    c. next Sunday. Please come.
    d. No mistakes

50. a. It will be from one to four.
    b. yours truly,
    c. Debbie
    d. No mistakes

ESTIMATION

1. To estimate 7 x 39, we can think about

   a. 7 x 30
   b. 7 x 40
   c. 7 x 20
   d. None of the above

2. To estimate 50 x 5, we can think about

   a. 50 x 5
   b. 60 x 5
   c. 59 x 5
   d. None of the above

3. To estimate 8 x 73, we can think about

   a. 8 x 70
   b. 8 x 80
   c. 8 x 60
   d. None of the above

4. To estimate 9 x 79, we can think about

   a. 9 x 70
   b. 9 x 79
   c. 9 x 80
   d. None of the above

5. Larry is saving his money to buy a radio that costs $38.00. He is able to save $4.80 each month. How many months will he need to save?

   a. about 6
   b. about 8
   c. about 7
   d. about 5

6. Catherine bought a scarf for $2.98 and a hat for $6.15. How much did she spend?

   a. about $9.00
   b. about $10.00
   c. about $11.00
   d. None of the above

7. Vicki spent 33¢ for coffee each day for 6 days. How much did she spend in all?

   a. about $1.80
   b. about $1.60
   c. about $1.50
   d. about $1.70

Choose an estimate of the quotient.

8. $7\overline{)329}$

a. between 40 and 50
b. between 30 and 40
c. between 20 and 30
d. None of the above

9. $4\overline{)216}$

a. between 40 and 50
b. between 60 and 70
c. between 50 and 60
d. None of the above

10. $5\overline{)460}$

a. between 70 and 80
b. between 50 and 40
c. between 60 and 70
d. None of the above

11. $8\overline{)624}$

a. between 60 and 70
b. between 70 and 80
c. between 90 and 100
d. None of the above

12. $3\overline{)135}$

a. between 40 and 50
b. between 30 and 40
c. between 20 and 30
d. None of the above

13. $9\overline{)531}$

a. between 40 and 50
b. between 60 and 70
c. between 70 and 80
d. None of the above

14. $4\overline{)144}$

a. between 60 and 70
b. between 30 and 40
c. between 70 and 80
d. None of the above

15. $7\overline{)336}$

a. between 40 and 50
b. between 30 and 40
c. between 20 and 30
d. None of the above

Choose the answer that is to the nearest 10.

16. $\begin{array}{r} 66 \\ +77 \\ \hline \end{array}$

a. 150
b. 160
c. 140
d. 130

17. $\begin{array}{r} 99 \\ +68 \\ \hline \end{array}$

a. 160
b. 180
c. 170
d. 190

18. $\begin{array}{r} 182 \\ -79 \\ \hline \end{array}$

a. 90
b. 100
c. 200
d. 300

19. $\begin{array}{r} 451 \\ -228 \\ \hline \end{array}$

a. 220
b. 230
c. 240
d. 300

20. 98
+54

a. 130
b. 140
c. 150
d. 160

21. 81
-67

a. 20
b. 10
c. 30
d. 40

22. 401
-199

a. 200
b. 100
c. 300
d. 400

23. 384
-67

a. 210
b. 110
c. 320
d. 410

PROBLEM SOLVING

Choose the correct answer.

1. Mr. Rice sold 1513 quarts of strawberries to 89 customers. What was the average number of quarts bought by each customer?

   a. 16
   b. 17
   c. 18
   d. not given

2. Students sold 179 tickets for 35¢ each. How much did they collect in all?

   a. $62.65
   b. $60.60
   c. $52.65
   d. Not given

3. The Jacksons took an auto trip through the mountains. They rented a car for $18.00 plus 9¢ per mile for the 232 miles they drove. What was the total car rental for the trip?

   a. $38.80
   b. $28.88
   c. $38.88
   d. Not given

4. Mrs. Hamilton bought 5 postcards for herself and one each for the 11 children in her group. How much did she spend if each card cost 7¢?

   a. $1.12
   b. $1.15
   c. 77¢
   d. Not given

5. Jane bought 3/4 yard of gingham to make a doll dress. The material cost 72¢ a yard. How much did Jane pay?

   a. 54¢
   b. $2.16
   c. 72¢
   d. Not given

6. John had 4 feet of leather. He needed 3 feet to make a belt, $1\frac{1}{4}$ feet for a headband, and $\frac{1}{2}$ foot for a bracelet. How many more feet of leather did he need?

   a. 2/4 foot
   b. 3/4 foot
   c. 1/4 foot
   d. Not given

7. Jean was supposed to be home at 1:15 P.M. If she was 1 hour and 23 minutes late, when did she arrive home?

   a. 2:15 P.M.
   b. 1:23 P.M.
   c. 2:38 P.M.
   d. Not given

8. Kathy makes gimp belts. It takes 4 feet of gimp to make 2 belts. How many belts can Kathy make from 12 feet of gimp?

   a. 8
   b. 6
   c. 12
   d. Not given

9. If each of 73 camels carried an average of 450 lbs., how many lbs. did the caravan carry?

   a. 32750 lbs.
   b. 22850 lbs.
   c. 3285 lbs.
   d. Not given

ANSWER KEY

Word Meanings

1. a
2. b
3. a
4. a
5. c
6. c
7. a
8. b
9. c
10. b
11. a
12. b
13. c
14. c
15. a
16. c
17. b
18. b
19. a
20. a
21. c
22. b
23. a
24. c
25. a

Printed Mistakes - Capitalization

1. a
2. b
3. c
4. d
5. c
6. c
7. b
8. a
9. b
10. a
11. a
12. b
13. a
14. c
15. b
16. c
17. a
18. b
19. b
20. c
21. a
22. a
23. b
24. c
25. b
26. a
27. c
28. c
29. a
30. d
31. c
32. c
33. c
34. b
35. c
36. c
37. a
38. d
39. c
40. a
41. b
42. b
43. b
44. b
45. a
46. c
47. a
48. b
49. d
50. d
51. d
52. d
53. d
54. c
55. d
56. a
57. d
58. d
59. c
60. d
61. d
62. d
63. c
64. d
65. b
66. a
67. d
68. b

Printed Mistakes - Spelling

1.	b	11.	d	21.	d	31.	b	41.	c
2.	c	12.	b	22.	a	32.	b	42.	c
3.	a	13.	b	23.	b	33.	c	43.	c
4.	c	14.	c	24.	c	34.	b	44.	d
5.	d	15.	a	25.	c	35.	b	45.	b
6.	a	16.	b	26.	d	36.	a	46.	b
7.	c	17.	c	27.	b	37.	d	47.	a
8.	b	18.	a	28.	c	38.	b	48.	b
9.	a	19.	a	29.	c	39.	b	49.	b
10.	c	20.	b	30.	d	40.	b	50.	b

Spelling

1.	a	6.	b	11.	b	16.	b
2.	c	7.	c	12.	a	17.	a
3.	d	8.	c	13.	c	18.	a
4.	b	9.	a	14.	c	19.	b
5.	a	10.	d	15.	d	20.	d

Abbreviations

1.	c	1.	b
2.	b	2.	a
3.	d	3.	c
4.	a	4.	c
5.	b	5.	b
6.	a	6.	d
7.	c	7.	a
8.	a	8.	c
9.	b	9.	b
10.	c	10.	c

Usage

1.	c	6.	a	11.	b	16.	b	21.	c
2.	c	7.	a	12.	a	17.	d	22.	d
3.	b	8.	b	13.	a	18.	c	23.	b
4.	a	9.	c	14.	c	19.	b	24.	c
5.	b	10.	b	15.	a	20.	b	25.	c

Review Activities

26.	b	31.	a	36.	c	41.	c	46.	c
27.	c	32.	c	37.	b	42.	d	47.	b
28.	d	33.	d	38.	c	43.	b	48.	a
29.	c	34.	b	39.	c	44.	d	49.	d
30.	b	35.	d	40.	b	45.	d	50.	b

Computation

1. d
2. c
3. c
4. b
5. c
6. c
7. e
8. a
9. b
10. d
11. c
12. d
13. c
14. e
15. b
16. a
17. b
18. c
19. b
20. a

Concepts and Application

1. d
2. b
3. d
4. c
5. c
6. e
7. b
8. c
9. c
10. c
11. c
12. d
13. e
14. c
15. c
16. d
17. d
18. d
19. d
20. c
21. b
22. b